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ABSTRACT

This manual presents recommendations for incorporating present and future technological changes into workable, efficient, pleasant school library media facilities in two major sections: Planning the Facility and Activity Areas. The first section addresses the planning process (appointing the building committee, evaluating the library media program, writing the building/facility program, and working with the architect), as well as general considerations in planning (acoustics, carpeting, lighting, windows, climate control, handicapped access, location, remodeling, signs, and wiring). The second section highlights the process of determining space needs, addresses public areas (entrance/circulation/card catalog, reading/listening/viewing, conference/classroom, and computer laboratory), and library media center management areas (office, workroom, storage, and media production). Seven appendices, which constitute the major part of the manual, include: (1) a 38-item bibliography; (2) guidelines for physical space; (3) guidance for developing a long-range plan for technology; (4) a sample building program; (5) specifications and a checklist for furnishings and equipment; (6) guidelines for determining shelving requirements; and (7) sample floor plans from 17 school districts around the state. Each floor plan is accompanied by a brief program description, the name, address, and telephone number of a contact person, grade levels served, enrollment, size of the facilities, size of the collection, and date of construction. (BBM)

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PLANNING THE LIBRARY MEDIA CENTER FACILITY

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FOREWORD

The first publication on library media center facilities published by the Texas Education Agency appeared in 1982 and was entitled *Library Learning Resources Facilities: New and Remodeled.* Technological advances in recent years have made a revision of that document advisable. The decade of the 1980s saw the advent of widespread school use of personal computers, automated library media center management systems, online and CD-ROM database searching, satellite-based programming, and laserdisc-based textbooks, to name only a few innovations. This revision of the library facilities publication provides recommendations for incorporating present and future technological changes into workable, efficient, pleasant school library media center facilities.

Planning the Library Media Center Facility for the 1990s and Beyond incorporates recommendations for space requirements and building considerations as well as floor plans from school districts around the state. Each floor plan is accompanied by a brief program description and the name, address, and telephone number of a contact person; grade levels served; enrollment; size of the facility; size of the collection; and date of construction. All of the school districts represented welcome inquiries and visits to their facilities.

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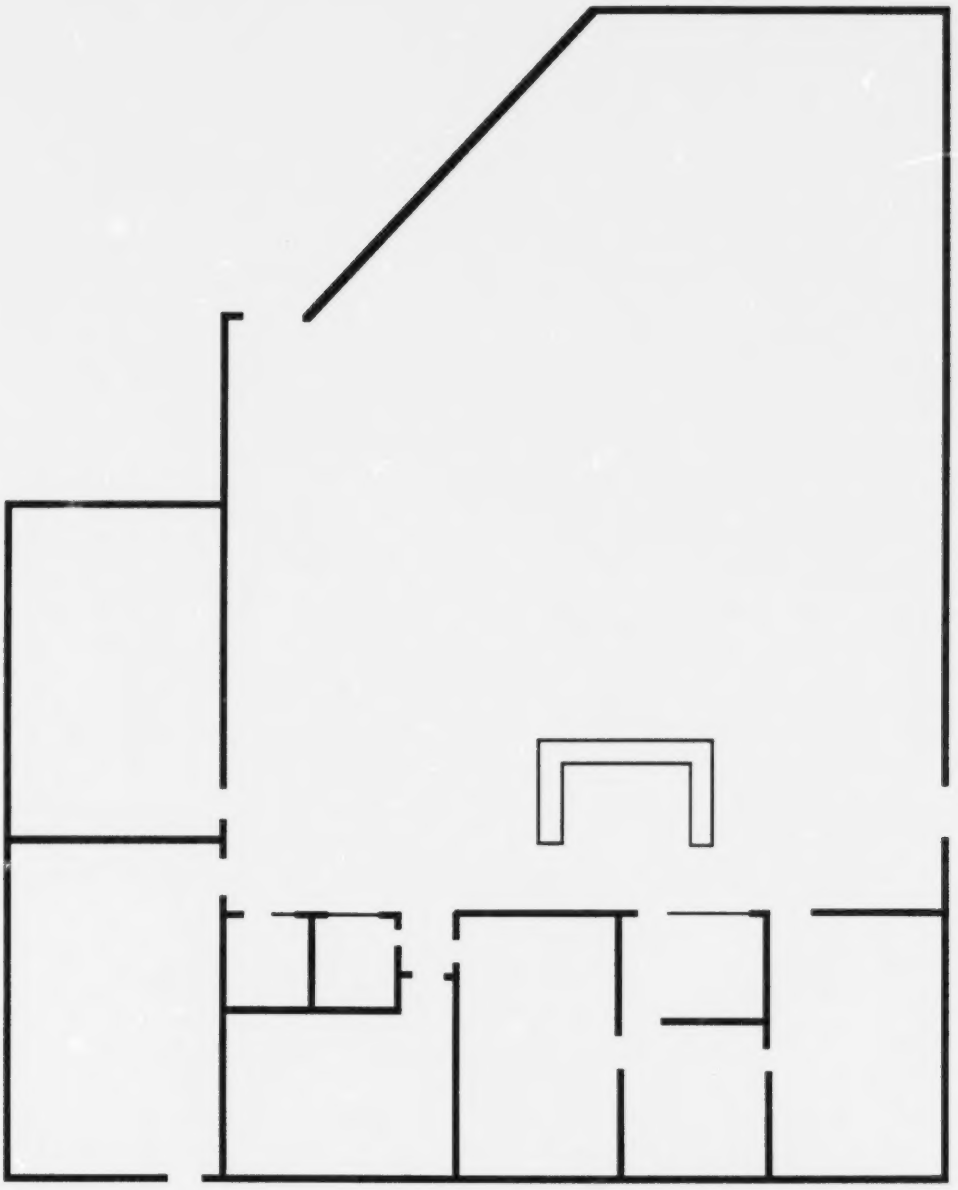
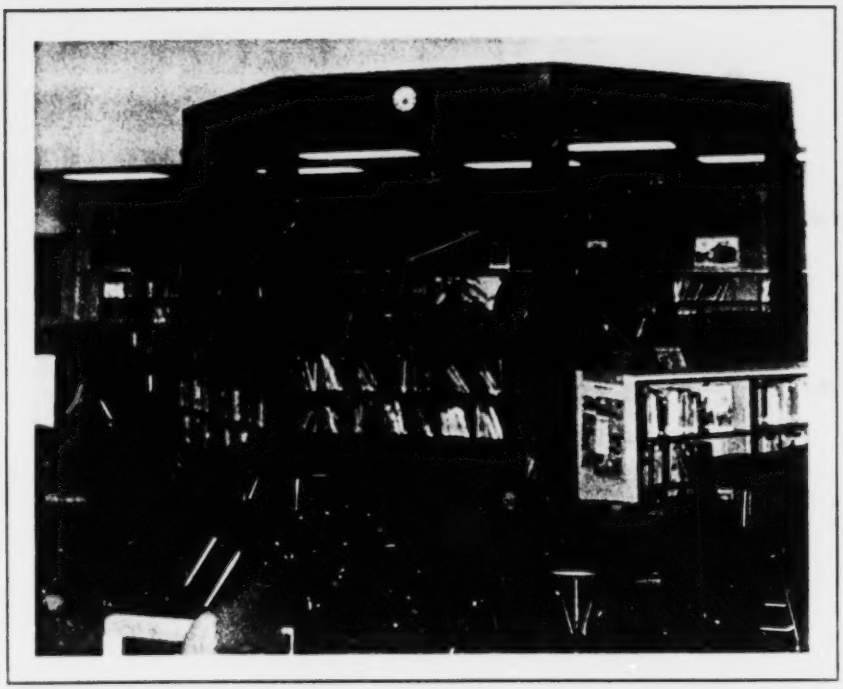
A In contrast to traditional school libraries which were often dark and crowded, contemporary library media centers are typically spacious and well-lighted. This high school facility features a barrel-vaulted ceiling and opens onto an interior court.

PLANNING THE FACILITY





B Shelving is incorporated into a pavilion that stands in the midst of small, round tables in an elementary school library media center. Inside the semicircular pavilion are broad steps where small groups of students gather to hear stories and receive instruction in library skills (see Photo C).

C As they participate in a literature-related activity, a group of young students are seated on the story steps in an open pavilion in an elementary school library media center (see Photo B).

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INTRODUCTION

A library media center that will be functional and efficient in the year 2000 or 2010 must be carefully planned. The need for such planning will arise for almost every district, because most will eventually have occasion to build a new center or to remodel an existing facility. This publication is intended to assist planners and designers in creating a building program that will lead to an efficient, well-planned facility that enhances the educational program of the school and the district. It presents ideas and concepts that will help meet the needs of the students, teachers, and community for many years to come. However, any guideline or procedure recommended in the publication may be superseded by new standards for school facilities set by the State Board of Education. In 1991, the Texas Legislature passed Senate Bill 351 which stated, "The State Board of Education shall establish standards for adequacy of school facilities. The standards shall include requirements related to space, educational adequacy, and construction quality. All facilities constructed after September 1, 1992, must meet the standards in order to be financed with state or local tax funds." At the time of the publication of this document, these standards have yet to be established.

THE PLANNING PROCESS

The building blocks of a successful library media center program include a dedicated professional and support staff, sufficient resources available to students and teachers, and suitability of the facility to the school setting. A functional library media center facility is adequate in size, furnishings, and environmental control. Such a center promotes student learning by efficiently and pleasantly providing the materials needed for instruction and enjoyment.

Creating such a facility begins with an extensive planning process. At the discretion of the district, the planning process may include: appointing a building committee, evaluating the library media program, writing the building/facility program, developing and reviewing the architectural plans.

APPOINTING THE BUILDING COMMITTEE

The superintendent or the board of trustees may appoint a planning or building committee to develop the building program. The following persons are suggested for inclusion in the committee, but membership may vary according to the needs of the district:

- The library media specialist and the district library media services coordinator have intimate knowledge of activities to be carried out in the facility.
- The building principal can interpret the campus mission and goals and the place of the library media center in the overall campus plan.
- The district facilities coordinator has familiarity with building techniques and district building requirements.
- The district specialists in audiovisual materials and equipment, television production, and computer telecommunications have knowledge of technical activities that may be carried out in the facility.
- Teachers and students can express the needs of patrons of the facility.
- Parents and community members can provide public input about the facility.

Evaluating the Library Media Program

An intensive evaluation of the place of the library media program in the educational philosophy of the school and/or district will assist planners in producing an effective facility. This evaluation may include the answers to such questions as:

- What are the goals and objectives of the campus? Of the district?
- What are the goals and objectives of the library media center? How do these correlate with and support the campus and district goals and objectives?
- What is the staffing pattern for the center? Is there a full-time library media specialist? More than one? Is there a clerical staff?
- What are the teaching methods used on the campus?
- Do classes come to the library media center on a flexible schedule or on a regular schedule?
- Are students expected to do a large amount of independent research? Do students come to the library media center individually, in small groups, or only with classes?
- Is the library media center expected to have extended hours when school is not in session?
- Is the library media center expected to be the site for many noninstructional activities such as faculty meetings, committee meetings, or PTA meetings?
- What is the role of the library media center in the long-range technology plan of the campus and district? (See Appendix C.)
- Is the library media center involved in resource sharing? What space and equipment such as terminals are required?
- Does the library media center manage an internal electronic distribution system to classrooms? Is the center a gateway for electronic signal distribution from outside the district?
- What off-campus instructional delivery or instructional services are offered?
- Is processing of books and audiovisual materials done on campus or at the district level? Are materials ordered preprocessed if processing is done on campus?
- Is audiovisual equipment stored, scheduled, and distributed through the library media center? Is a delivery entrance required?
- Is the library media center staff expected to do or oversee some or all of the maintenance and repair of audiovisual and electronic equipment?
- Are students expected to do some form of materials production such as videotaping or graphics production as a part of the curriculum? Have students expressed an interest in doing so?
- Do the teachers in the school produce many of their own teaching materials?
- Does the school have an instructional television program?
- Does the school use some form of distance education?
- Who is responsible for overseeing the computer-assisted instructional program in the school? Is it the library media specialist?

- Does the school or district participate in an electronic mail/bulletin board network? Where are the terminal and modem? Is a local area network involved?
- Does the library media center subscribe to electronic data bases? Are these on-line and/or CD-ROM?
- What subject area teachers and students use the library media center most heavily?
- Will computers be available for independent student use?
- What activities are a regular part of the library media center program? Do activities include large-group instruction, storytelling, small-group conferences, and individual study and research?
- How are the shelving and storage of the collection organized? Are audiovisual materials and back issues of periodicals shelved in a storage area or interfiled with the book collection? Are back issues of periodicals kept in hard copy, microfiche, or both?
- If microfiche storage of information is used, how will readers and reader/printers be accommodated?
- What kinds of district or regional education service center resources are available to support campus library media programs? District or ESC services might include a professional library, an equipment repair program, a media production facility, and other resources.

The building committee uses the answers to these and other questions in writing the description of the library media center program. The description indicates how the center can successfully and efficiently meet the individual needs of the campus. Having developed a comprehensive description of the library media program and established a clear focus on how that program supports the goals and objectives of the campus, the planning committee now may begin the development of a building program.

Writing the Building/Facility Program

The building program is a detailed plan of the elements that must be included in the architectural plans for the facility. It may be called the "specifications" for the facility. The following may be included:

- a philosophical statement relating to the overall design and location of the library media center in the building or on the campus and incorporating the ideas developed in the educational program evaluation carried out earlier
- a detailed listing of each activity area needed in the library media center, together with square footage requirements, the programming and/or functions that will be carried out in the space, the relationship of the area to other areas of the library media center, and any special requirements for the area
- a listing of general provisions and specifications relating to all areas, including carpeting, ventilation, wiring, etc.
- a listing of, and specifications for, built-in equipment that will be included in the building contract, possibly including such items as shelving, cabinets, sinks, and clocks
- a listing of furnishings and equipment that will be part of the contract. (If movable furnishings and equipment are to be selected and purchased by district personnel, a separate list should be prepared. See Appendices E and F.)

When the building program is completed, all those who will be associated with the library media center should carefully review it. The building administration, the center staff, the planning committee, and any

advisory committees of teachers, students, and/or community members may need to review the building program to ensure that all facility requirements are included. (A sample building program is included in Appendix D.)

Working with the Architect

The building program is submitted to the architect selected for the project. The architect should have a clear concept of the purpose of library media services and a good understanding of the needs and expectations set forth in the building program. It is also important that all those involved understand the terminology used in the building program.

When the architect has developed the plans, another review process will take place. Those involved in planning the facility should expect to continually review the architectural plans until the final approval. Continuous review ensures that the library media center meets the expectations of the planning team and that as many errors as possible have been avoided. Inclusion of the library media center staff in this process will be particularly helpful.

The architect's job is to produce plans for a facility that meets the expressed needs of the campus and the district within the constraints of the available budget. School personnel should not be bashful about questioning the architect about details of the plans. Compromise may be necessary because of budgetary and other constraints, but an efficient, workable plan can be produced.

General Considerations in Planning

A number of factors need to be considered when planning a library media center facility. Care in planning such items as acoustics, carpeting, electrical wiring, climate control, and lighting can make the difference as to whether a facility is a difficult place in which to work or efficient in operation.

Acoustics

A library media center will have large numbers of students moving around, working, studying, browsing, viewing, listening, and reading. A significant number of teachers and staff members may also be working in or near the study and reading areas. Acoustical control is required. This control can be obtained with carpeted floors, tiled ceilings, and wall treatments. Other means of controlling noise are the arrangement of the library media center, good traffic layouts, and location of the facility. The library media center should not be located near other noise-producing areas such as cafeterias, gymnasiums, music classrooms, or heavy machinery.

The air conditioning/heating system is also a noise producer. Particular care must be taken in video or audio taping rooms. These rooms also should not have speakers for the schoolwide intercom system.

Carpeting

Carpeting frequently is used in libraries because of its noise control properties and because it is cheaper to care for and maintain than tile floors. Remember, when choosing carpet, that book trucks and equipment carts must roll over it and that some types of carpet allow easier movement of wheeled carts than others. Seam placement should be carefully planned so that seams are not in heavy traffic areas or where chairs will be dragged over them; raveling and excessive wear may result. Carpeting is installed under free-standing shelving, but not under attached wall shelves. Carpet should be treated to reduce or eliminate static buildup, especially in areas where computers or other electronic equipment will be used.

Some libraries use carpet of a different color over power access grids and cable raceways. This practice has two advantages. The section can be removed easily for access to the grids and raceways without having to cut up or replace the rest of the carpet. The different color also marks the exact location of the access points.

Lighting

Today, the architect or designer has many types of lighting and fixtures to choose from to produce desired effects. Lighting a library media center, however, requires special planning and care. An average lighting level of 30 foot candles is recommended for general library activity. Greater or lesser amounts of lighting may be required in certain areas, depending on the activities to be performed.

Glare can be a severe problem for equipment such as computers, microfiche readers, and filmstrip and television viewers. Glare can be both direct, as from windows, skylights, or incorrect lighting, or indirect, as when light reflects from a shiny surface. Planning for lighting patterns can diminish or eliminate this problem.

An adequate amount of light is needed in stack areas, so that titles on lower shelves can easily be read. Lighting that is placed perpendicular to the shelving, rather than parallel, is one solution to this problem. The designer also must consider the effect that high shelves, if any are present, can have on the overall light distribution in the library media center.

Different types of light produce different apparent light intensities. While the illumination measure may be the same, some types of lighting make the room appear dark to observers and are not pleasing in a library environment. When dark colors are used for carpet, shelving, and/or walls, the light may be absorbed, rather than reflected, and the library may take on an unfriendly, cavelike ambience.

Light switch placement is of paramount importance. Switches should not be placed in public areas or should require a key to operate. Switches for partial lighting should be placed by the door that the staff uses to enter and leave the facility.

The ability to vary lighting levels at will in many areas of the library media center is a necessity. The staff should be able to darken areas where videos or films are shown. Dimmer switches are useful. Windows and skylights should have some means of shading to accommodate activities requiring a darkened area.

Lighting in special areas such as those used for video production or materials production needs particular design consideration.

Windows

The use of windows in the library media center is a mixed blessing. Windows make the library media center more attractive and increase visual interest. However, windows also increase energy costs, cause glare and eyestrain when computer or other viewing screens are used, cause books and other materials to fade, cut down on wall space, interfere with darkening the area, and cause arrangement problems. These problems are not insurmountable, but the use of windows should be considered carefully and planned for accordingly.

If windows are used, they should be placed at a height on the wall that allows 24-, 42-, or 60-inch shelving to be used underneath. Windows that allow direct or indirect sunlight to enter should be treated to lessen fading problems in books and carpet. Untreated windows that allow strong direct or indirect light to enter will cause serious fading problems in a short period of time. Windows in an area where viewing activities will take place should have blinds or drapes to block out light. Computers and other individual viewing equipment such as microfiche readers should not be placed where glare from windows will be a problem.

Climate Control

Some school districts in Texas appear to be moving toward year-round school. Given the summer temperatures in the state, air conditioning becomes a must if a facility is to be used all year. An integrated system, with year-round control of temperature and air flow, is the most desirable solution to this problem. Refrigerated air conditioning has the additional virtue of controlling humidity. This control can be particularly valuable in preserving the types of materials that are stored in a library media center. Library media center materials, along with electronic equipment such as computers or video cassette recorders, represent a considerable monetary investment. Excessive heat, humidity, and mold problems can damage or ruin these costly items.

Considerations in planning the heating/cooling system include: placement of vents, presence or absence of windows in the facility, placement and security of thermostats, and noise levels of air blowers. Tall shelving can obstruct air flows from vents. The humidity levels of the geographic region should also be considered.

Handicapped Access

The federal Americans with Disabilities Act of 1990 (ADA) mandates accessibility requirements that apply to buildings constructed for first occupancy after January 26, 1993. Other requirements apply to remodeling projects. Guidelines for these requirements are based on prior guidelines, including the Uniform Federal Accessibility Standards (UFAS), the Minimum Guidelines and Requirements for Accessible Design (MGRAD), the American National Specifications for Making Buildings and Facilities Accessible to and Usable by Physically Handicapped People (ANSI A117.1-1980), and the American National Standard for Buildings and Facilities—Providing Accessibility and Usability for Physically Handicapped People (ANSI A117.1-1986). However, the new guidelines may in some cases exceed previous requirements, and architects and planners should refer to the guidelines for final requirements.

Specific requirements for libraries are included in the ADA guidelines. Therefore, the library media center must be planned with the needs of handicapped students and staff in mind. Multilevel facilities should be avoided, if possible. Elevators and/or ramps must be provided if the library media center has more

than one level. Shelving must be placed with sufficient space between ranges for wheelchair passage. A minimum of 42 inches is preferred. If electronic theft-detection systems have turnstiles, an alternative entrance and exit must be provided. All doors must be wide enough to admit wheelchairs. Certain sections of shelving may need to be limited in height to permit reach access from a wheelchair. Certain requirements for access apply to fixed seating and tables. Other accommodations may need to be made to meet the needs of particular handicapping conditions and/or the ages of the students.

Location

A number of factors need to be considered when deciding where to place the library media center within the school. These include:

- location of instructional areas and academic departments such as English and social studies that use the library media center extensively
- avoidance of noise-producing areas such as gymnasiums, choral and instrumental music rooms, and cafeterias
- proximity to an elevator, if the school has more than one floor, to facilitate movement of handicapped persons, equipment, and materials
- easy access for after-hours use, if necessary
- possibility of future expansion into surrounding areas
- proximity to the school office and teacher work areas

Finding a location that meets all the above criteria can be difficult, and compromise may be necessary. However, the location of the center is an important factor in the overall success of the library media program.

Remodeling

At times, the need for a new library media center can be met by remodeling an existing center or other facility. Areas that can be remodeled into successful library media centers include old gymnasiums, auditoriums with flat floors, and cafeterias. Expansion of pre-existing libraries with the enclosure of adjoining corridors and/or classrooms may be possible. A remodeled and expanded facility can be efficient and attractive.

Electrical wiring and the load-bearing capacity of the floor are two considerations in remodeling. Electrical and telecommunications wiring will almost always need to be redone in a remodeling project because of today's increased technological demands. And floors in the newly remodeled facility must be able to accommodate the weight of loaded book shelves.

Signs

Signs are an important component of the overall library media center program and should not be neglected. They are used in the center for direction, identification of materials and collections, instruction, communication of rules, and hospitality. Signs increase accessibility of materials and services, increase self-confidence, allow for self-directed work, and decrease mistakes and equipment misuse. They should be uniform in

appearance and should complement the color scheme used in the library. The ages and abilities of the students served should be considered when formulating signs.

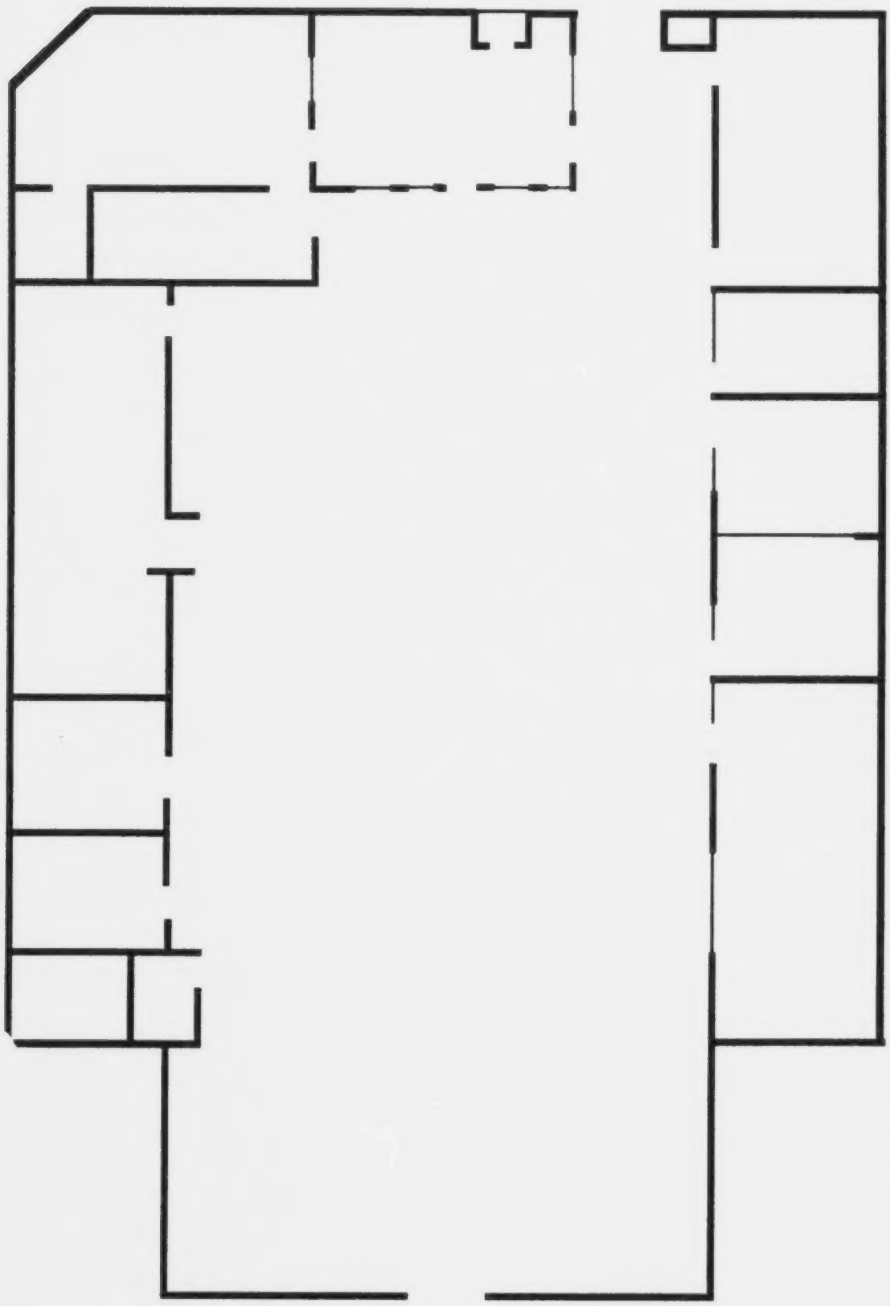
Wiring

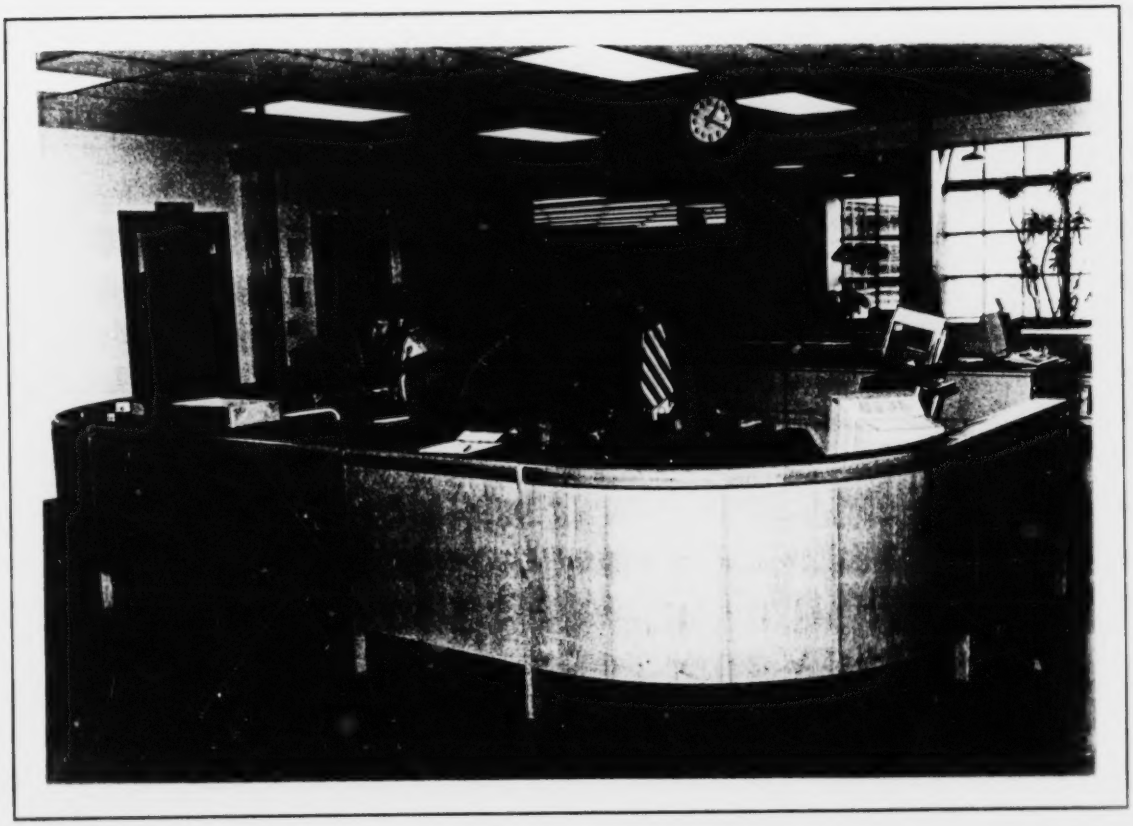
The increasing pace of technological change makes good planning for electrical wiring and communications cabling imperative. Wiring needs will change and almost certainly increase during the useful life of the facility, and costs of rewiring are an important consideration. Few can foretell what kind of technological advances will be in use in schools in 20 years, so building committees must plan carefully when constructing and remodeling.

Electrical wiring and cabling needs to be considered include but are not limited to the following:

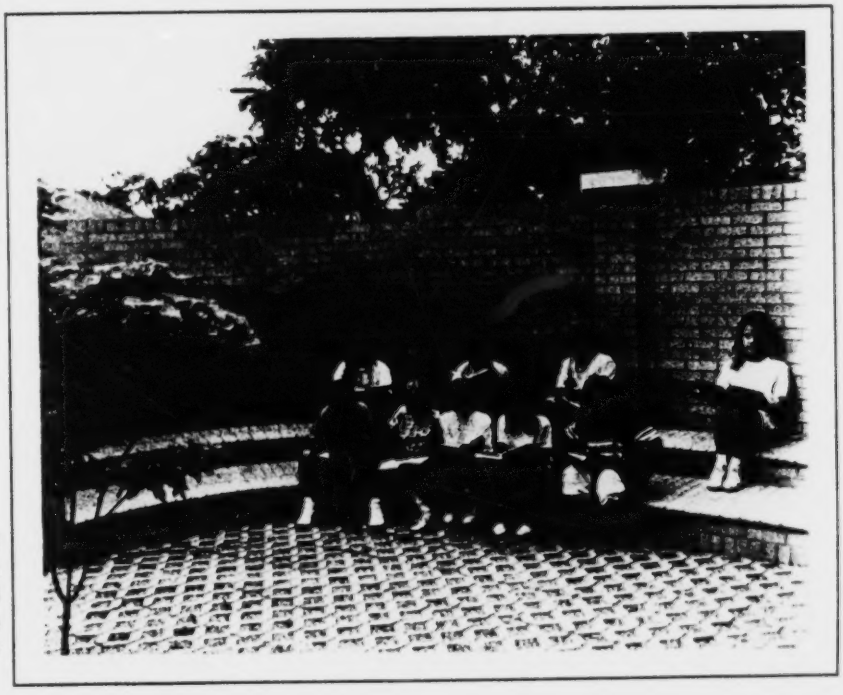
- wiring at the entrance for an electronic theft-detection system
- wiring, dedicated circuits, electrical outlets, and cable raceways in the area of the card catalog for an online public access catalog
- electrical outlets and dedicated circuits at the circulation desk for computers and electrical equipment, including a discharge unit for the electronic theft-detection system
- heavy-duty electric circuits and outlets for copier equipment and media production equipment
- cabling for antennas and/or satellite dish receivers, local cable systems, and distribution of signals received throughout the school
- schoolwide electronic communication systems and interlibrary-connected student workstations
- dedicated telephone lines for connections to wide-area networks and online databases
- wiring, electrical outlets, and communications plugs in the reading/listening/viewing area for wired carrels, computer workstations, and audiovisual equipment
- wiring, electrical outlets, and communications plugs in the workroom, offices, equipment storage, and repair sections

Activity Areas





D The horseshoe-shaped check-out desk at the middle school library media center pictured above is equipped with a book drop and online catalog terminals for staff use. The first of a number of planned terminals for student use is available on a cabinet in back of the check-out desk.



E A brick-walled patio outside an elementary school library media center provides a private setting for a fresh-air reading break.

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Determining Space Needs

Activities in the library media center should be analyzed to determine the space needed for each. Some of these activity areas are interrelated and may overlap physically. Others require separate spaces. Some activity areas are common to all library media center programs and must be included in any design. The unique features of a given school's program, as determined in the program evaluation process on pages 4-5, will determine what additional activity areas are needed. (Square footage recommendations for the various activity areas are given in Appendix B.)

Public Areas

Entrance/Circulation/Card Catalog

The entrance/circulation/card catalog area is the first area that patrons see as they enter the facility, and it sets the tone and atmosphere for the library media center. The area will include displays, the circulation desk and related furnishings, and the card catalog. Also included may be a copy machine for student and faculty use and an electronic theft-detection system. Enough space should be allocated to allow several students to use the card catalog at the same time. Space behind the circulation desk should be provided for work areas for staff or volunteers, as well as storage for reserve materials and audiovisual equipment that are circulated on a temporary basis. Space is also needed for book trucks to hold materials waiting to be shelved. This area should be adjacent to the work room, office area(s) for the library media specialist(s), and storage areas for equipment and materials. The size and grade levels of the school will determine the square footage needed.

The library media center may be currently using a traditional card catalog, but some form of electronic card catalog index will doubtlessly be in place before the end of the useful life of the facility. Therefore, designers must allow space for terminals and plan electrical outlets and raceways in the floor to accommodate future changes. Electrical needs in this area should be carefully planned to accommodate copy machines, computers at the circulation desk, electronic theft-detection systems, an electronic card catalog, and other equipment that may be added in the future.

Special features that might be a part of this area include: a book drop opening into the hallway outside the library media center with an enclosed materials receptacle, some form of wall covering that allows the mounting of displays without the need for a special bulletin board, and a free-standing, lighted display case.

The circulation desk can be constructed as a part of the building contract, or it may be purchased commercially from a library furniture company. In either case, the desk should be designed to accommodate current and future technology and library media center needs. A flexible format that can be changed as equipment and technology change is the most desirable. The circulation desk will need to house at least one computer, keyboard, and printer and may need to accommodate more computers and electronic theft-detection system equipment. It should incorporate a book drop, and a depressible pull-out bin under the book drop is recommended. Dedicated circuits and network connections for computers and the electronic theft-detection system, as well as electrical outlets to accommodate typewriters and other equipment, should be included. A telephone jack and other appropriate communications plug-ins are recommended. The height of the circulation desk should be related to the ages of the students to be served: desk height at elementary level and counter height at middle and high school levels.

READING/LISTENING/VIEWING

The reading/listening/viewing area includes: user seating in the main area, individual carrels, computer work stations for independent student use, a storytelling area in elementary schools, open shelving for materials. The size of the area depends on the level of the school and on elements of the library media program and school instructional patterns, as determined in the description of the library media program. Guidelines for user accommodation range from 10 to 75 percent of the student population at 40 square feet per person. Guidelines previously published by the Agency suggest 15 to 30 percent of the student population at 40 square feet per person. (See Appendix B.)

Seating should be a mix of tables and carrels. How seating is allocated between the two depends on school patterns of instruction. If most of the use of the library media center is by classes, then the majority of seating will be at tables. If students are expected to engage in independent study and research in the center, a larger proportion of carrels will be necessary. In large facilities, seating may be divided into areas. Each area should accommodate not more than 50 persons, and smaller areas seating 30 persons are desirable. Seating areas can be separated by counter-height shelving, carrel configurations, or other methods. A library staff member must be able to visually supervise all seating areas.

Carrels require about 12 square feet each. They should be equipped with electrical outlets and designed to accommodate computers and television screens if possible. If large numbers of electrically wired carrels will be used, then special planning for wiring is required. If computers, video cassette recorders, and video monitors are used in carrels and networked, then raceways for cabling will need to be provided.

Tables should seat a maximum of six people; however, tables for four people are recommended. Square tables are preferable to round tables for flexibility and maximum use of space, but a mix of shapes makes an appealing appearance. Planners should keep the ages of the users in mind when deciding what height of tables and chairs to purchase. (See Appendix E.)

An optional portion of the reading/listening/viewing area, usually adjacent to the periodical display area, may be used for a lounge or informal seating. Upholstered easy chairs, small couches, low tables, floor pillows, and bean bag chairs can be used, depending on the grade level of the school.

Planners should incorporate a storytelling area in the library media center of an elementary school. The storytelling area may be flat and open, or it may be partially partitioned off and have rising steps or steps depressed into the floor to form a pit. Steps should be wide enough to comfortably seat children and still leave leg and foot room for the children on the step above. Handicapped access and flexibility for future use should be considered when planning this area. The steps should be removable so the area can be used for another purpose in future remodeling. The storytelling area should include electrical outlets and a projection screen. Provision for projection, television, and video playback equipment is needed. Puppet theaters and small stage areas for dramatizations are nice options. The storytelling area should be near picture book and easy book shelving and should face into the library media center rather than into the hallway or passage.

When planning for shelving, all types of materials that will be shelved or stored in the reading/listening/viewing area should be included. Possibilities include the book collection, back issues of periodicals, different types of audiovisual materials, and paperback books. (Refer to Appendix F for guidelines in computing shelving needs.) Shelving must be provided to accommodate an increase in the size of the collection, particularly if growth in enrollment of the school is a possibility. Texas standards for accreditation currently require

a minimum number of books and audiovisual items per student. Many collections exceed the standards, and shelving should be planned accordingly.

If audiovisual materials are to be interfiled with books, then additional shelving will be needed. Some audiovisual items may be stored in this area in different types of storage units such as record bins. Special periodical and newspaper display shelving units and paperback book racks are also needed. Space requirements for these shelving units must be taken into consideration. Picture book shelving should have supports placed every 10 to 12 inches on the shelf to hold the books upright and to aid in organization and shelving. This type of picture book shelving may be purchased commercially or constructed.

Shelving can be purchased in various heights and depths, in either single-faced or doubled-faced configurations. Shelving that is 42 inches in height is frequently referred to as counter-height shelving. Standard commercially produced shelving is manufactured in sections with a width of 36 inches. Other widths may be specially ordered. Picture books and reference books require a shelf depth of 12 inches; other books can be placed on shelves with a 9- or 10-inch depth. The space between shelving ranges should assure wheelchair access and allow ease of retrieval and replacement of materials.

Conference/Classroom

A separate classroom area attached to the library media center for use in library skills instruction or library-related curriculum instruction is recommended. The classroom should include: tables and chairs to seat a class, a lectern, a chalkboard, at least one bulletin board, a pull-down or wall-mounted screen, some shelving for temporary collections that may be placed on reserve for use by classes. Variable lighting controls and electronic cable connections should be provided. A television and video cassette recorder unit mounted on ceiling or wall may be included. The classroom should be conveniently situated in relation to shelving, reference, and circulation areas; however, to enter, students should not have to pass through library media center seating areas.

Small conference rooms may be included in the library media center, depending on the instructional philosophy of the school and on usage patterns of the center. Such conference rooms are frequently useful to teachers as well as students. The conference rooms should include: table(s) and chairs for small groups, electrical outlets on all four walls, a chalkboard, a projection screen, variable lighting controls, cable connections. Again, an option may be to include a ceiling or wall-mounted television and video cassette recorder. Conference rooms grouped in clusters and separated by movable partitions allow for greater flexibility in use of space, but they may not be soundproof. Conference rooms grouped in clusters, with permanent walls that can be easily removed in remodeling, provide flexibility for possible future expansion.

Computer Laboratory

With the increasing number of computers on school campuses, incorporating a computer laboratory in the library media center is desirable. The library media specialist is in charge of the building computer program in many schools. A computer facility provides students with opportunities for group instruction and individual use of computers for word processing and skills practice. A computer laboratory is particularly desirable in schools with strong independent study expectations. Such a facility is equipped with the following: appropriate workstations for the ages of the intended users, well-planned wiring that allows for future technological innovations and needs, nonglare lighting, antistatic flooring, telephone jacks and other communications plug-ins, aids for group instruction such as a bulletin board and a projection screen, shelving

for programs and manuals. The computer lab should not have outside windows because of security and nonglare lighting considerations. A computer lab does not preclude the use of stand-alone computer workstations for individual use elsewhere in the library media center. (See Appendix C.)

Library Media Center Management Areas

Office

Office areas should be provided for staff members of the library media center. An office for each library media specialist and a work area for each aide is recommended. These work areas and offices should be separate from but near to the work room and storage area of the center. They should be adjacent to the circulation area, and enclosed offices must afford good visual coverage of the entrance, the circulation area, the card catalog area, and the seating area.

Offices should have shelving and cabinet space with an area for a desk, typing table, and computer workstation. The office for the head library media specialist should have space for a small conference table and chairs, if possible. Phone jacks and electrical outlets are needed. Work areas for clerical staff should accommodate a desk and chair as well as typing and computer space.

Workroom

Work areas are needed for preparation and maintenance of materials and equipment. Depending on the program of the school and other district facilities, a repair area for audiovisual and electronic equipment may be needed. (Some districts repair their equipment in a central location, some contract with an outside agency for repair.) The workroom should have shelving to accommodate materials that must be processed before being placed in the collection. The amount of shelving needed depends on the size of the school, the number of materials ordered, and the availability of centralized processing in the district. The workroom should also have a sink with running water and a raised faucet, a work counter, and cabinet storage for supplies. Plenty of electrical outlets should be included. Precise specifications for the counters and cabinets in this area ensure that the facility is as functional as possible.

The workroom is the primary receiving point for materials and equipment. If at all possible, a door should open directly onto the hall. If the library media center is on an upper floor, then it should also be near the elevator.

Storage

Adequate storage is a necessity. Many library media center facilities that have been built in the past are woefully deficient in storage space. Storage is needed for audiovisual equipment, audiovisual materials, and back files of periodicals. Materials storage areas should be located close to the circulation and office areas.

A separate storage area for equipment is preferable. Again, the area where equipment is stored should have a door opening into the outside corridor or easy access to such a door. Equipment should not have

to be moved through the main entrance to the library, especially if there is a electronic theft-detection system in use. If equipment repair is done in the school, then the repair facility should be incorporated in the equipment storage area.

Built-in or commercial shelving can be installed in the equipment storage area. Heavy-duty industrial metal shelving may be used here, since appearance is not as much a factor as utility and durability. Whatever shelving is used, it should be deep and adjustable. A shelf depth of 30 to 36 inches is recommended for larger pieces of equipment and 18 inches for smaller items. The amount of equipment to be stored will depend on school practice. If most of the equipment is permanently on loan to classrooms, then the storage area may not need to be as large. However, some provision must be made for storage during holidays and summer, if equipment cannot be left in classrooms because of security considerations. Sufficient flexibility in size and design of the area should be provided to accommodate growth in the number of pieces stored and possible unknown equipment configurations that might appear in the future. Space to store rolling carts is also necessary.

Storage for audiovisual materials must accommodate a variety of packaging shapes and sizes. Again, shelving should be adjustable and deeper than book shelving and should provide for growth in the collection. Some type of lockable storage for theft-prone materials such as videotapes and computer disks is needed. Storage also must be provided for back issues of periodicals, particularly at the middle and secondary levels. The size of the periodical storage space will depend on school practices and on how many periodicals are stored in hard copy as opposed to microfiche. Temperature and humidity control is especially important in this area.

Media Production

The media production area may be a public area for students as well as teachers, or it may be limited to use by teachers and library media center staff, depending on the philosophy and program of the school. In planning this area, the teaching program of the school and other facilities available in the district must be considered.

Activities that may be carried on in this area include the following: graphic production, video taping, audio taping, photography, film development. Materials produced may include among others: posters, charts, transparencies, die-cut figures, slides, computerized graphics, laminated items, videos, drymount materials, audiotapes. Duplicating machines, typing facilities, and computer workstations may be needed. If the facility is for student use, then easy access from the main part of the library media center is needed. The production facility may be divided into areas, with some areas for teachers only and others for joint use. Electrical and cabling capabilities will need to be carefully planned.

Increased emphasis is being placed on distance education, interactive telecommunications, and electronic communications. The library media center is the logical location for the equipment that is used to receive, distribute, and send electronic signals over local and wide-area networks. (See Appendix C.)

This middle school library media center is planned for flexibility. Modular shelving can be both lengthened and heightened as the collection of books grows. Currently, the lighting runs north and south. However, the suspended fixtures could be rotated 90 degrees if the center changes to east-west shelves.

Unifying themes of decor are used by many school library media centers across the state. In the elementary school library below, the theme is The World We Live In. Soft sculptures of the seven continents, a world map with clocks showing the time around the world, and various kinds of globes and maps are displayed.

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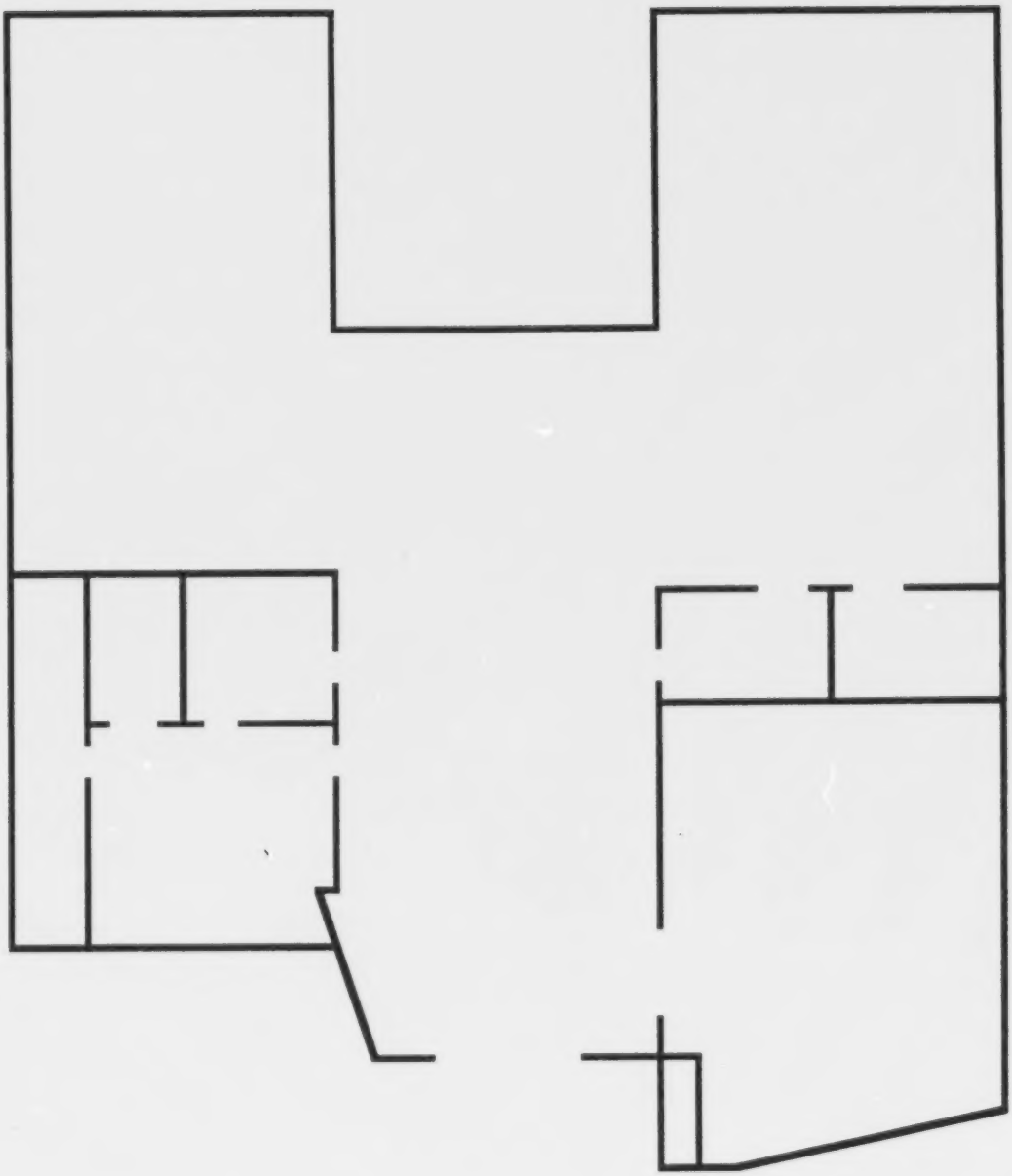
APPENDICES



H A window wall overlooking an atrium provides a pleasant backdrop for the recreational reading area in the middle school library pictured above.

I Easily accessible computers in many library media centers provide students access to information data bases and software programs to assist with school work.

APPENDIX A

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APPENDIX B

GUIDELINES FOR PHYSICAL SPACE

The following chart provides a comparison of guidelines for physical space from two sources: The Texas Education Agency and the American Association of School Librarians/the Association for Educational Communications and Technology. Agency guidelines are from the publication, *School Library Media Centers*, GE5 244 04, 1985. The publication gives space guidelines for Levels I-IV. Level I is a minimum, and Level IV represents a superior effort. Levels II and III are not included here.

Area	Texas Education Agency		AASL/AECT*
	Level I	Level IV	
Entrance/Circulation	0-100 sq. ft.	800 sq. ft.	250-500 sq. ft. (500 students) 600-800 sq. ft. (1000 students)
Reading/Listening/Viewing	500-999 sq. ft.	15-30% of enrollment at 40 sq. ft. per student	25-75% of enrollment at 40 sq. ft. per student
Conference/Classroom Small-Group Listening/ Viewing	0-120 sq. ft. (conference & small group); no classroom	Small group: 4-5 rooms, 120 sq. ft. each Conference: 3 rooms, 150 sq. ft. each Classroom: 900-1200 sq. ft.	Small group: 1-3 areas at 150 sq. ft. each Conference: 2-4 areas at 150 sq. ft. each Classroom: 700-1200 sq. ft.
Administration	Space for desk	150 sq. ft. per library media specialist	Included in work room
Workroom	Processing counter or equivalent	300-400 sq. ft.	200-400 sq. ft. (500 students) 300-500 sq. ft. (1000 students)
Equipment Storage & Distribution	100 sq. ft.	400 sq. ft.	400-600 sq. ft. (500 students) 500-800 sq. ft. (1000 students)
Maintenance & Repair	None	120-200 sq. ft.	150-300 sq. ft.
Media Production	Space available	600-800 sq. ft.	50-700 sq. ft. (500 students) 700-900 sq. ft. (1000 students)
Dark Room	None	150-200 sq. ft.	150-300 sq. ft.
Periodical Storage	Shelving for current issues	400 sq. ft.	250-400 sq. ft. (500 students) 400-600 sq. ft. (1000 students)
Teacher/Professional Area	100 sq. ft.	600-plus sq. ft.	500-600 sq. ft. (500 students) 600-800 sq. ft. (1000 students)
Computer Learning Laboratory	Tables, seating	400-500 sq. ft.	600-800 sq. ft. (500 students) 800-1000 sq. ft. (1000 students)
Stacks	Included in reading/listening/viewing area		400 sq. ft. minimum (500 students), 400-600 sq. ft. (1000 students)
Television Studio	None	None	1600 sq. ft.
Audio Studio	None	None	150 sq. ft. minimum
Telecommunications Distribution	None	None	800 sq. ft. minimum

*Reproduced with permission of the American Library Association, from *Information Power: Guidelines for School Library Media Programs*, "Appendix C."; copyright (c) 1988 ALA.

APPENDIX C
LONG-RANGE PLAN FOR TECHNOLOGY*

OPEN-ACCESS LEARNING CENTERS

Note: Open-access learning centers, possibly located in campus libraries, will contain more sophisticated workstations and other technologies than other workstations available to students, teachers, and administrators and will access a wider variety of databases. They will be available for the training of and use by parents and other community members as well as students, teachers, and staff.

To meet the objectives listed below, open-access learning centers need to incorporate the following requirements:

Objectives	Requirements
Students, teachers, staff, and community members can receive training in technology use and application.	• training software
Students, teachers, staff, and community members can investigate subjects in depth.	• access to bibliographic and other information from a variety of databases
Students can obtain nearly total course content and evaluation in subjects for which courseware is prepared, using public broadcasting and interactive video and audio computer-based stations.	• instructional television • video, color, and graphics capabilities • interactive videodisc capability • knowledge-based courseware • audio capability • evaluation capability
Students, teachers, staff, and community members can produce high-quality materials.	• compatibility with student and teacher stations • printer/output devices
Parents and other community members can receive literacy training, job-related training, technology training, and course work in a wide variety of fields.	• electronic mail • local-area networks • input devices • computing ability • expandability beyond the requirements of application software • diverse courseware and instructional materials
Open-access learning centers provide entertainment as well as didactic and research materials.	

*Adapted from the Texas Education Agency's *Long-Range Plan for Technology of the Texas State Board of Education, 1988-2000.* Publication GE9 700 01. Austin: 1988.

Telecommunication Centers

Note: Telecommunications centers will be the loci for distance learning. "Distance learning" refers, in general, to instruction and inservice that are delivered over a distance via telecommunications or other means or on-site via technology. Distance learning is comprised of at least one of the following characteristics: (1) the instruction supplements or comprises entire course content, (2) the instruction is available from an instructor in real time, and/or (3) the instruction is interactive with the instructor and/or with courseware and data available on student workstations.

Telecommunications centers will be configured differently depending on local need and decisions. In some cases, the centers will consist of self-contained facilities dedicated to distance learning; in others, they will be portable units; in others, various functions will occur in different locations, including open-access learning centers. For instance, all relevant classrooms should have the capability to receive instructional television.

To meet the objectives listed below, telecommunications centers need to incorporate the following requirements:

Objectives	Requirements
Students can receive the course work they need regardless of location or teacher availability.	• mechanism for state approval of course content, materials, and delivery, and for teacher certification
Teachers can receive on-site inservice in technology training and other areas.	• audio interactivity • data transmission capability • video capability
Teachers and administrators can confer from school-based sites.	
Classroom instruction can be enriched with master teacher presentations, video presentations, and interactive data communications.	• video and audio capability through receipt of distance instruction • instructional television
Communications among students and teachers at multiple sites can be interactive and live.	

Appendix D
Sample Building Program

Green Elementary School
Anywhere ISD

Note: The sample building program below is specifically geared to one hypothetical school with a certain enrollment and collection size. Adjustments should be made to adapt this building program to a district's own situation.

Description of the School

Green Elementary School will be constructed as a new facility with the opening planned for August 1993. The school will have an enrollment of 450 students and will serve prekindergarten through Grade 5. The staff will include 28 professionals. School officials anticipate that the campus will grow to an enrollment of 600 students in the next five years.

Goals and Objectives of the Instructional Program

Green Elementary School supports the goals and objectives of Anywhere ISD. The district goal that is particularly meaningful for the library media program of Green is:

- Anywhere ISD seeks to foster the development of independent learning skills in each of its students.
  - *Objective:* Anywhere ISD will provide access to a variety of instructional resources and information sources.
  - *Objective:* Anywhere ISD will provide opportunities for students to perform independent research, using a variety of resources and information formats.

The goals and objectives of the library media program of Green Elementary School are:

- The library media center will provide a well-balanced, current collection of materials in a variety of formats that meets the instructional and recreational needs of the students of Green Elementary School.
  - *Objective:* The library media center will have a collection that includes 10 books per student, two audiovisual items per student, and a minimum of 50 periodical titles.
  - *Objective:* The library media center will actively pursue a regularly scheduled program of weeding.
- The library media center will provide support and guidance for independent research projects as a part of the curriculum.
  - *Objective:* The library media center will maintain a flexible class schedule to promote maximum access for classes, groups, and individuals.
  - *Objective:* The library media center will provide instruction in research skills at the point of need, as requested by faculty.

Organization

To carry out these goals and objectives, the Green Elementary School has adopted the following organizational patterns for the library media center program:

- The library media center will be staffed by one full-time professional and one full-time paraprofessional.
- The library media center will provide access to a wide diversity of materials, both at the building level and beyond, through a planned program of resource sharing.
- The library media center will be open to students between the hours of 8 a.m. and 4 p.m. In addition, the library media center will be open for use by students and parents one evening per week.
- Acquisitions and processing of library materials will be handled by the district processing center.
- The library media center will handle all purchasing, scheduling, distribution, and storage of audiovisual equipment and materials for the school.
- Audiovisual equipment repair will be done at the district repair center.
- The library media center will provide equipment, supplies, space, and opportunities for students and teachers to produce materials in the form of posters, charts, transparencies, audiotapes, and videotapes.
- The library media center will provide opportunities for students to use computer technology for instructional and recreational purposes.
- The library media center will serve as the gateway for the local area network for electronic bulletin boards, electronic mail, and other electronic communication systems.
- The library media center will serve as the distribution point for satellite and closed circuit television programming.

Location of the Library Media Center

The library media center will be located near the office area of the school. It will be located in a place that is convenient for the classes that will be using the library media center. It will be located away from noise-producing areas such as the cafeteria, gymnasium, and music rooms.

General Specifications

The following areas of the library media center will be carpeted: entrance/circulation/card catalog, reading/listening/viewing, classroom, conference rooms, and office. *(Specifications for carpet are to be included here.)* The remaining areas of the library media center will have a heavy-duty, spill-proof type of flooring that meets the same specifications as that used elsewhere in the school in similar areas.

Light switches will be placed by each door in the library media center to allow lighting to be switched on and off for the immediate area. The main lighting control panel will be placed behind the circulation desk area. Lighting in the reading/listening/viewing area, the library classroom, the materials production and taping areas, and the conference rooms will have the capability of being adjusted in intensity with dimmer switches to accommodate the use of audiovisual materials and equipment. *(Specific directions for lighting location and intensity are to be given here.)*

The library media center will be heated and cooled by a year-round integrated system. Blowers will be placed to avoid drafts and direct movement of heated or cooled air over materials. The noise level of the

blowers will not be distracting nor will it interfere with center activities. Thermostats will be placed in each major area of the center and will be lockable. *(Specifications for the heating/cooling system are to be included here if different from the system used in rest of building.)*

Area Specifications

The entrance/card catalog/circulation area will have a minimum of 500 square feet. The entrance area will have wall coverings that enable pictures or displays to be hung. A book drop, with an enclosed materials receptacle, will open into the hallway beside the front door of the library media center.

The circulation desk will be located near the main door. Staff members will have an unobstructed view of the reading/listening/viewing area from the circulation desk. Access to the area behind the circulation desk will be limited to library media center staff and volunteers. The circulation desk will incorporate a book drop with a depressible bin to hold materials being returned. The bin will be on casters and easily removable from the desk. The circulation desk will be configured to accommodate two computers with associated keyboards, terminals, and printers. A minimum of three dedicated electrical lines with outlets in the circulation desk is required to permit connection of the computers and the electronic theft-detection system. Three phone jacks are also needed. The circulation desk will be 32 inches high and long enough to accommodate the equipment given above and two adult workers. A well in the desk will accommodate four card trays; the desk will also have a drawer with a lock, and storage shelves will be located underneath the desk.

Space will be provided behind the desk to accommodate book trucks, 90 linear feet of adjustable shelving for reserve materials, and a work area of 90 square feet. Electrical connections will be available in the floor in the work area.

The library media center will be using an automated online public access catalog with five computer workstations including terminals and keyboards and two networked printers. Provision for wiring raceways and electrical outlets is required. The workstations will be on a counter 42 inches high. Space and wiring for additional terminals will be provided.

The reading/listening/viewing area will include a minimum of 5,000 square feet. This area includes the shelving area, table seating, carrels, lounge area, and display shelving for periodicals. Shelving will be provided for a collection of 10,000 books. A picture book collection will be housed in counter-height shelving (42 inches high) with a shelf depth of 12 inches. The picture book shelving will have space dividers at each foot of shelving. The picture book collection requires 165 linear feet of shelving. The reference collection requires 120 linear feet of shelving with a shelf depth of 12 inches. The reference collection will be shelved in 42-inch shelving.

The balance of the book collection requires 1,000 linear feet of shelving with a shelf depth of 10 inches. Some shelving may be 42 inches high, but no shelving will be more than 60 inches in height. Shelving may be single-faced if installed against a wall, but otherwise it will be double-faced. All shelving will be adjustable.

The periodical display requires 48 linear feet of shelving. Display shelves will be slanted, and the shelving will be 42 inches in height. The periodical display shelving will be located adjacent to the lounge seating area. Included will be one section of shelving that accommodates newspaper rods.

Seating, using tables and carrels, for 90 students is required. The lounge seating area is not included in this requirement. Twenty carrels are needed, eight to be designed to accommodate computer systems. All carrels will be wired. Carrels will be 36 by 36 inches and 26 inches in height. Nine square feet of floor space will be allocated for each carrel.

Tables will seat four students each and will be a combination of round and square shapes. Four tables will be 25 inches in height; the remainder, 28 inches in height. Chairs of suitable heights will be used.

An open space of 300 square feet for a storytelling area will be adjacent to the picture book shelving. This area will be bounded on one side by a blank wall with a mounted screen. Electrical and cable outlets are required to accommodate audiovisual equipment and closed-circuit television.

Lounge seating will be provided to accommodate 10 students. Three carousel-type paperback displayers will be incorporated near the lounge seating area.

A library classroom will be located adjacent to, and opening into, the reading/listening/viewing area. The room will seat 30 students and accommodate a teacher's desk. One wall will have single-faced shelving in a height of 60 inches. Electrical and cable connections are required, as is a wall-mounted screen. One wall will have a combination chalkboard and bulletin board. The classroom will be located in a position that causes a minimum of disruption in the reading/listening/viewing area by students entering and exiting.

Two conference rooms will be located adjacent to the classroom. These conference rooms will open into the library media center, but not into the classroom. Each conference room will accommodate eight persons and will be equipped with electrical and cable connections. The rooms will be designed so that the dividing wall, as well as the wall dividing the conference rooms from the classroom, can be removed in the future for possible expansion. The wall separating the library media center from the classroom and conference rooms will also be removable at some future time, if desired.

A computer laboratory will be adjacent to the library media center with a connecting door. The laboratory will accommodate and be wired for 30 computer workstations and 15 printers. Wiring will be provided for networking the workstations and the printers. Forty-eight linear feet of shelving will be line one wall, and a teacher desk will be provided. One wall will have a mounted screen, and space and wiring will be available for the use of audiovisual equipment.

The materials production center will be adjacent to the reading/listening/viewing area, but will be separated by a wall. The wall will be designed to be removable at some future time for expansion. The area requires 900 square feet. Counter workspace of 30 linear feet will be provided. The counter will be 30 inches in depth. It will include a sink with hot and cold running water. (See specifications below for workroom.) Sixty linear feet of shelving will be provided in enclosed cabinets. The cabinets will be below the counter and will be 30 inches in depth. Electrical outlets will be provided above the counter every three feet. Electrical wiring for the area must include the circuits and voltage to support electrical equipment such as copiers, laminating presses, computers, etc. Three computer workstations will be included. These workstations will each accommodate a computer, keyboard, and monitor and will be networked to one laser printer station.

An audio and video taping room will be adjacent to the materials production area. The room will be sound-proof and will have 300 square feet of space. Appropriate electrical and cable connections are required.

BEST COPY AVAILABLE

Also adjacent to the materials production area will be a room to house equipment for schoolwide distribution of electronic communication and video systems. Requirements include 300 square feet of space and appropriate electrical and cable connections.

One office will be provided with 150 square feet of space. The office will afford visual coverage of the library media center and will have shelving on two walls with cabinet storage. Electrical and computer cable connections are needed.

The workroom will have 350 square feet. A minimum of 150 linear feet of shelving will be incorporated into the area. A work counter of at least 15 linear feet will be provided. The counter surface will be 30 inches in depth and 42 inches from the floor. A sink with hot and cold water will be included in the counter. The distance between the mouth of the faucet and the bottom of the sink will be 24 inches. Five enclosed cabinets are required and may be placed below the counter. Each cabinet will be 36 inches in width, 30 inches in depth, and 40 inches in height. Each cabinet will contain a bottom shelf and two adjustable shelves. The workroom will have visual coverage of the library media center.

The storage area will be separate from but adjacent to the workroom and office area. The storage area will include space for audiovisual equipment, audiovisual materials, and periodicals. The back files of periodicals will require 150 linear feet of shelving. This shelving will be 60 inches high and 12 inches deep. Audiovisual materials will require 150 linear feet of shelving. Shelving for the audiovisual materials will be 60 inches high and 15 inches deep. The audiovisual equipment will require 90 linear feet of shelving. The shelving provided for the audiovisual equipment will be heavy duty and will accommodate heavy loads. It will be 60 inches high and 36 inches deep. A minimum height of 30 inches is required between each shelf. All shelving for the storage area will be adjustable. Audiovisual cart storage requires 300 square feet of open floor space. Accessible electrical outlets are needed for testing of equipment.

Shelving, Furniture, and Casework Specifications

(Specifications for shelving, furniture, and casework materials and construction are to be given here.)

APPENDIX E

FURNISHINGS AND EQUIPMENT

Furniture Specifications

Tables	Height	Chairs	Height
Elementary	25" - 28"	Elementary	14" - 17"
Middle school	27" - 30"	Middle School	16" - 18"
High school	29" - 30"	High School	18"

Carrels	Width	Height	Depth of Desk	Depth of Unit
Elementary	36"	25" - 28"	24"	36"
Middle school	36"	27" - 30"	24"	36"
High school	36"	29" - 30"	24"	36"

Allow nine square feet of floor space per carrel.

Card Catalog. The height of the card catalog should be below the eye level of the students; the card catalog should be purchased in add-on units. The number of drawers needed is calculated by multiplying the number of titles by three to get the approximate number of cards and allowing 750 cards per drawer.

Circulation Desk. The height and size of the circulation desk should be determined by the age of the students and the number enrolled. It may be purchased in units, designed for different functions, such as typing, book return, circulation computing, computer printing, and cupboard storage.

Furniture Checklist

_____ Bulletin boards
_____ Display cases
_____ Circulation desk
_____ Card catalog
_____ Office desk(s)
_____ Office chair(s)
_____ Index table(s)
_____ Tables
round____ square____ height____
_____ Chairs
primary____ other____ height____
_____ Carrels, wired
_____ Carrels, study
_____ Computer workstations
_____ Atlas stand(s)
_____ Dictionary stand(s)
_____ Paperback rack(s)
_____ Filing cabinets
_____ Lounge furniture
chairs____ sofas____ tables____
_____ Record display bin(s)
_____ Audiovisual cabinets
video tape____ microfiche____ audiotape____
filmstrip____ laserdisk____ videodisk____
computer disk____
_____ Map and picture case(s)
_____ Newspaper rack(s)
_____ Other

Equipment Checklist

_____ Electronic theft-detection system
_____ Computer with keyboard, display, and printer for circulation
_____ Computer for online card catalog ____Terminals
_____ Computers for database searching
Online (with modem and telephone hookup)____
CD-ROM (with CD-ROM player)____ Printers____
_____ Computers for individual use ____Printers
_____ Book trucks
_____ Projection screen(s)
_____ Electronic typewriter(s)
_____ Microform readers
_____ Microform reader/printers
_____ Copy machine(s)
_____ Laminating/drymount press
_____ Duplicating machine(s)
_____ Television receivers
_____ Video recorder/players
_____ Videodisc players
_____ Laserdisc players
_____ Compact disc players
_____ 16mm projectors
_____ Sound filmstrip projectors
_____ Slide/sound projectors
_____ Audio cassette players
_____ Overhead projectors
_____ Opaque projectors
_____ Video camcorders
_____ Video production equipment
_____ Audio production equipment
_____ Satellite receiver
_____ Video distribution equipment
_____ Television and VCR equipment carts
_____ Overhead projector carts
_____ Opaque projector carts
_____ Other equipment carts
_____ Wastebaskets
_____ Telephones
_____ FAX equipment

APPENDIX F
SHELVING

Various types and sizes of shelving must be planned for the library media center. The checklist below is intended to help in this process.

Size of Collection (Numbers of materials owned or anticipated should be inserted in spaces provided.)

Book Collection

_____ Picture books
_____ Fiction
_____ Paperbacks
_____ Reference
_____ Nonfiction

Periodicals and Newspapers

_____ Current periodical subscriptions
_____ Periodical back issues retained
_____ Periodicals in microform
_____ Newspaper subscriptions

Other Print Materials

_____ Vertical files
_____ Indexes to periodicals and newspapers

Audiovisual Materials

_____ Computer software
_____ Videodiscs
_____ Filmstrips
_____ Kits
_____ Audiotapes
_____ Pictures, charts, maps, study prints
_____ Laserdiscs (includes CDs and CD-ROMs)
_____ Videotapes
_____ Sound filmstrips
_____ Slide sets
_____ Records
_____ Transparencies
_____ Other

Shelving Specifications

Shelves (Adjustable)	Depth	Height	Capacity
Standard books	10"	5', elementary 6', secondary 42", counter-height	8-10 books per linear ft.
Reference books	12"	same as above	6-8 books per linear ft.
Picture books	12"	42"	15 books per linear ft.
Periodical display (slanted shelving)	12"	5', elementary 6', secondary	1 title per linear ft.
Audiovisual materials	15"	7'	Variations in packaging require measurement.

Shelving Needed (The amount of shelving needed for the collection should be analyzed and entered in the spaces below.)

Shelving should be only two-thirds full, when the collection is shelved, to allow for growth and to avoid damage that occurs when books are tightly packed. Schools anticipating growth in the population or collection should begin with even more empty space.

Linear Feet Needed	Add for Growth	Materials to be Shelved
		Picture books
		Fiction books
		Nonfiction books
		Reference books
		Periodical display
		Periodical storage
		Audiovisual materials
		Audiovisual equipment
		Materials in process

Appendix G
Sample Floor Plans

Seventeen school districts supplied the following floor plans which Agency staff then redrew using a computer drawing program. No attempt was made to provide relative scale between the floor plans; however, the square footage is given on each plan for comparison.

Floor plan drawings include shelving, technological features, and large or unusual pieces of furniture. Routine furniture such as tables, chairs, index tables, and picture-book tables is not included.

The intent of these drawings is to show possible arrangements of effective library media centers. Architectural features unique to particular buildings usually have not been depicted. Questions about a floor plan should be addressed to the contact person listed at each school.

Accompanying each floor plan is detailed information including a program description. The program descriptions reflect the emphases of the various library media centers.

HENRIETTA ELEMENTARY-HIGH SCHOOL

Henrietta ISD
1700 East Crafton Street
Henrietta, TX 76365

Contact Person
Mary F. (Pan) McKay
(817) 538-4397

Seating
100

Grades
Pre-K-5, 9-12

Floor Space
4,700 sq. ft.

Enrollment
479—elementary
266—high school

Holdings
9,575 items

Staff
1 librarian
1½ aides

Date of Construction
1986

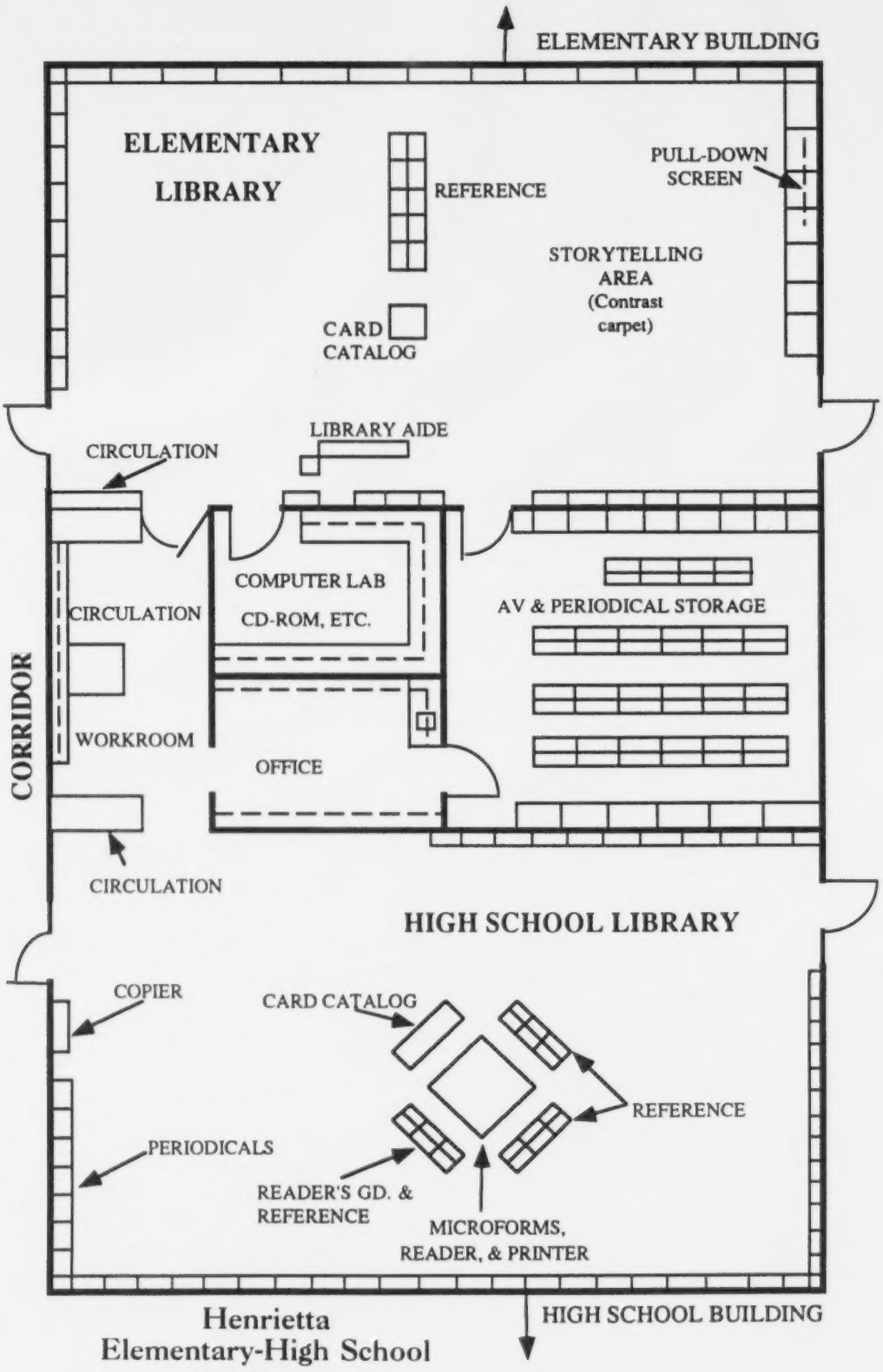
Henrietta ISD consists of three campuses; the high school and elementary school are adjoining, and the junior high campus is approximately a mile nearer the central part of town. The enrollment has increased in 10 years from about 875 to 976. Growth is slow but steady.

Previously, no centralized library existed at the elementary level, a collection of books but no personnel was located at the junior high, and a professional librarian was employed at the high school library, which was only about one and a half classrooms in size. Then the high school librarian was asked to be the district library/media director for all three campuses. A 4700-square foot facility was designed to serve the high school and elementary campuses under one roof. All school district media services are now coordinated from the media center where the professional librarian offices daily. At the junior high and elementary levels, full-time library aides are employed and a half-time aide helps with clerical work.

Both the elementary and high school levels were designed by function, so that more than one activity at a time can take place. While K-Grade 2 classes are being held in the group area, Grades 3-5 may be checking out materials or having class on the other side of the library. A self-check-out procedure for the elementary students frees library media center personnel for other types of library media center services. A course in library science is offered as an elective for high school junior and senior students, and other high school students are used as elementary library computer aides. Much of the clerical work is performed by these students. Additional elementary classrooms and computer labs are planned to allow the library media center to expand in other areas of technology.

The high school library media center was designed with the informal area—periodicals, newspapers, magazine indexes, circulation—near the entry and a more formal class area separated by the microform, reference, and card catalog area.

The junior high library, which once was housed in a closed-off, second-floor hallway, has been moved to a 950-square foot, remodeled, former gym-auditorium.



Henrietta
Elementary-High School
(4,700 sq. ft.)

BERKMAN ELEMENTARY SCHOOL

Round Rock ISD
400 West Anderson Avenue
Round Rock, TX 78664

Contact Person
Pat Grisham, librarian
(512) 255-4411

Seating
70

Grades
Pre-K-5

Floor Space
3,021 sq. ft.

Enrollment
495

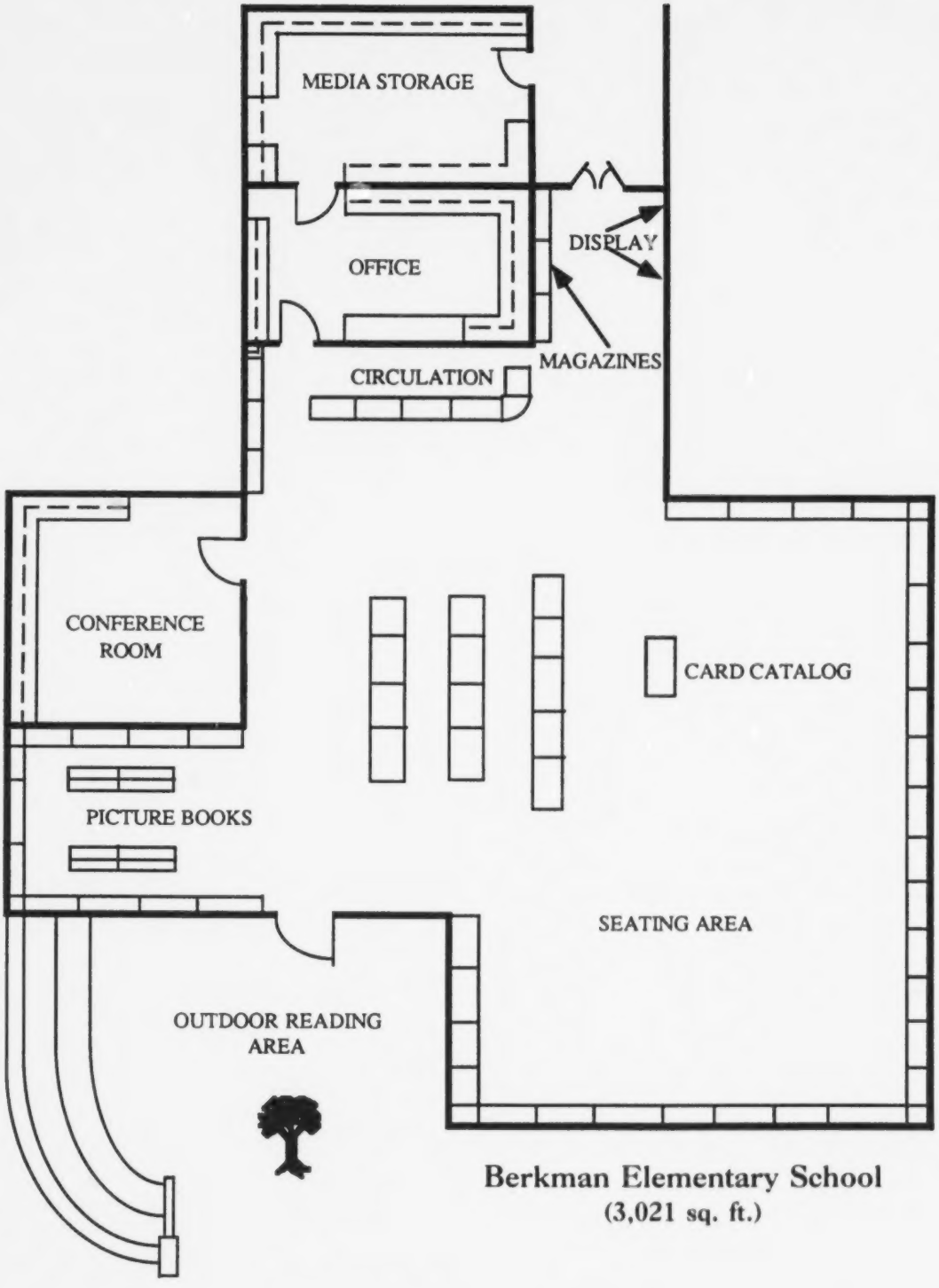
Holdings
7,470 books
2,347 audiovisual materials

Staff
1 librarian
½ aide

Date of Construction
1988

The Berkman Elementary School library media center, organized in 1974, was originally housed in two classrooms in a building constructed in 1959. In 1988, a new library media center was built as an addition to the original building. The new addition enlarged the library media center to three times its previous size. As part of the new library media center, a computer with a circulation program was installed. The entire collection, including books, audiovisual materials, and equipment, is entered in this system.

The library staff not only provides services to all kindergarten through Grade 5 students and their teachers but also supports the needs of the many special programs at the school including Chapter 1, gifted and talented, resource, bilingual, Student Assistance in Learning, prekindergarten, and learning disabled classes. The conference room is constantly used for small group meetings, and the size and attractive appearance of the library media center makes it popular for school, district, and community meetings.



Berkman Elementary School
(3,021 sq. ft.)

EDGEWOOD ELEMENTARY SCHOOL

Spring Branch ISD
8655 Emnora
Houston, TX 77080

Contact Person
Mary Ann Herndon, coordinator,
Library Media Services
(713) 464-1511, ext. 2388

Seating
60+

Grades
K-5

Floor Space
6,600 sq. ft. (approximately)—LMC
1,796 sq. ft.—computer labs and Chapter 1

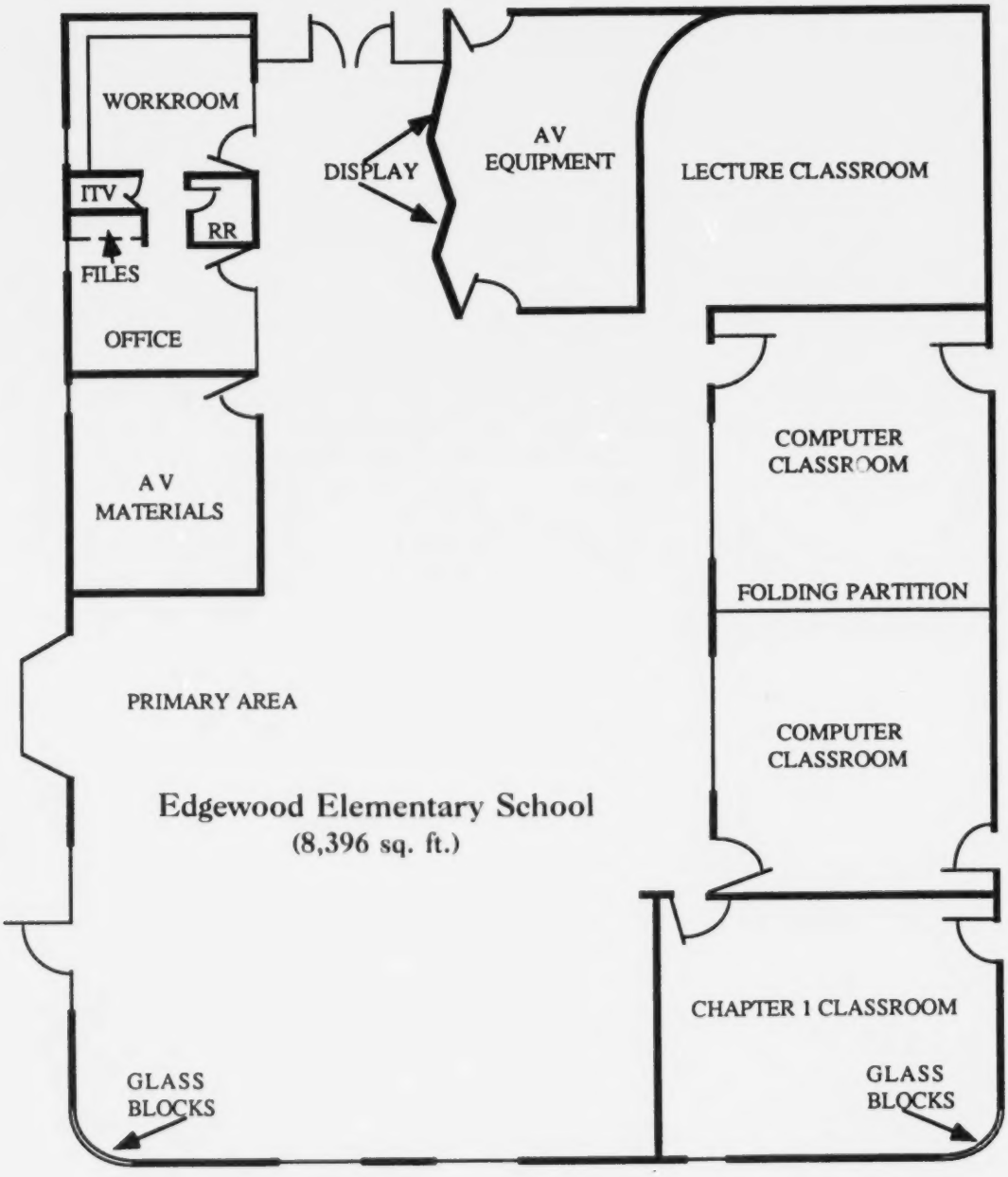
Enrollment
548

Holdings
9,100 books
1,610 audiovisual materials

Staff
1 librarian

Date of Construction
1990

Edgewood Elementary School's library media center has been added as a new wing to the main building. It is fully air-conditioned and includes two computer labs and a room for Chapter 1. Entry to these rooms is from the outside as well as from within the center. A high ceiling with interesting light fixtures, glass bricks, an instructional classroom, a bright storytelling area with a large bay window, and a slate blue and ginger color scheme combine to make this an inviting facility.


WORKROOM
ITV
RR
FILES
OFFICE
AV MATERIALS
DISPLAY
AV EQUIPMENT
LECTURE CLASSROOM
COMPUTER CLASSROOM
FOLDING PARTITION
COMPUTER CLASSROOM
PRIMARY AREA
Edgewood Elementary School
(8,396 sq. ft.)
CHAPTER 1 CLASSROOM
GLASS BLOCKS
GLASS BLOCKS

EMILE ELEMENTARY SCHOOL

Bastrop ISD
Austin and Marion Streets
Bastrop, TX 78602

Contact Person
Dixie West, librarian
(512) 321-4451

Seating
63

Grades
Pre-K-5

Floor Space
5,300 sq. ft. (approximately)

Enrollment
800

Holdings
12,800 items

Staff
1 librarian
1 aide

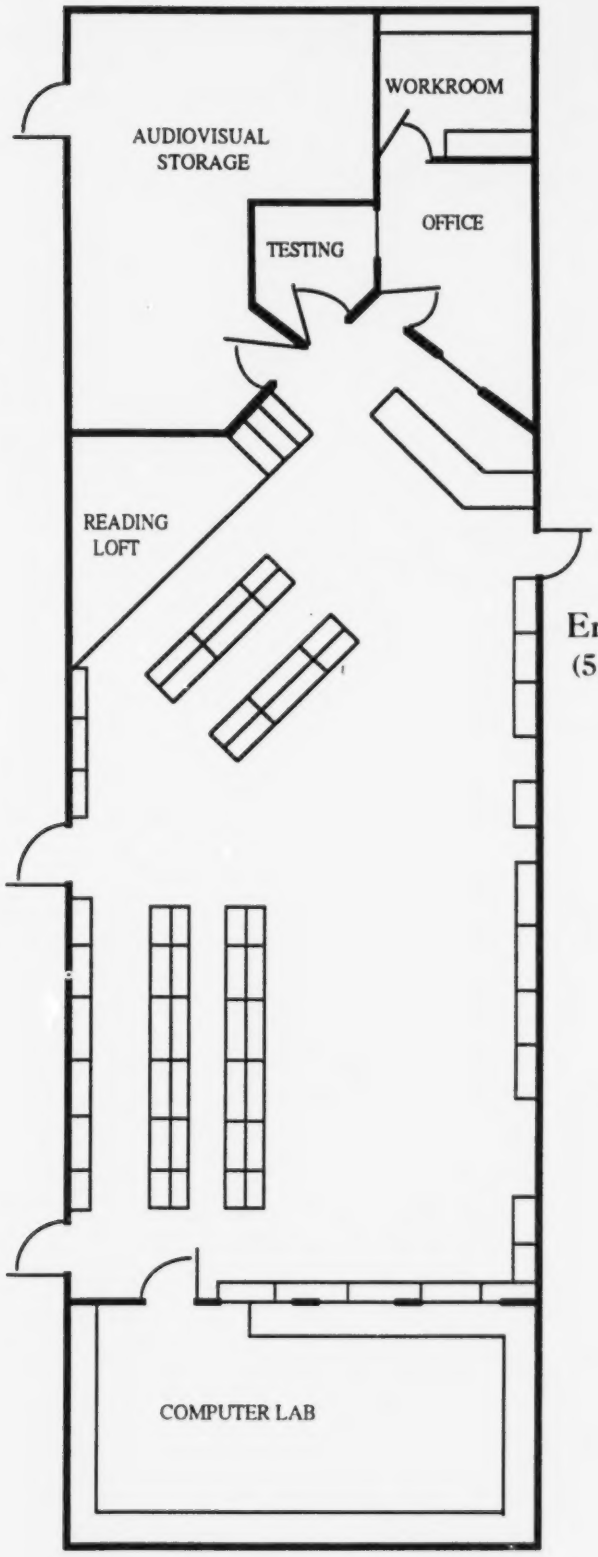
Date of Construction
1989 (remodeled)

The Emile Elementary School library media center, which was remodeled from four classrooms during the summer of 1989, serves approximately 850 students in prekindergarten through Grade 5 and houses approximately 12,800 volumes. The collection has increased by more than 6,000 volumes since 1984, when a library improvement program was begun to bring Bastrop ISD into compliance with Texas Education Agency and Southern Association of Colleges and Schools accreditation standards. Each class is scheduled into the library weekly, and independent use by students is encouraged.

In addition to the main reading area, the center features a carpeted reading loft, which is a popular area with an informal atmosphere where students can relax and read. The center also has a small, multipurpose room for individualized work such as testing. The workroom is adjacent to the librarian's office, which is just behind the circulation desk for ease of supervision.

Each librarian's office has a telephone, and plans are underway to install telephone communication capabilities in each of the district's computer labs to facilitate technical support, minor repairs and adjustments to equipment, and installation of programs on the network file servers. These telephones more than pay for themselves in saving time for the librarians. The computer lab has 25 networked computers with a file server. Each class is scheduled into the computer lab weekly for hands-on practice, and background work in computer skills is carried out in the classrooms as well.

From a beginning inventory of a few items, the audiovisual software collection has been developed to include a variety of videotapes, filmstrips, audio cassettes, posters, and supplementary activity kits. These are stored in the audiovisual room, together with all necessary equipment.



Emile Elementary School
(5,300 sq. ft., approximately)

Frostwood Elementary School

Spring Branch ISD
12214 Memorial Drive
Houston, TX 77024

Contact Person
Mary Ann Herndon, coordinator
Library Media Services
(713) 464-1511, ext. 2388

Seating
40+

Grades
K-5

Floor Space
6,232 sq. ft.—LMC
1,280 sq. ft.—computer labs

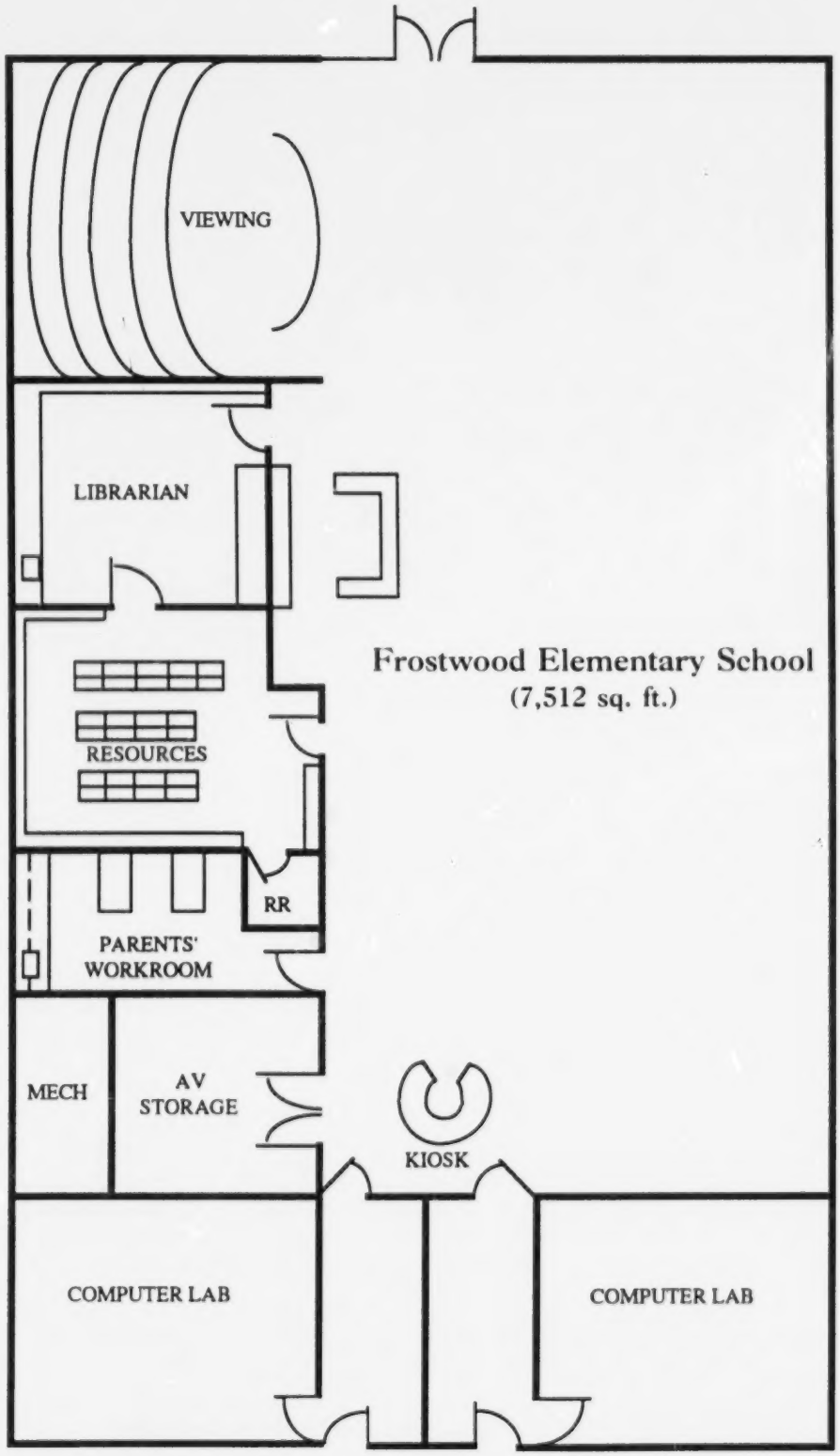
Enrollment
432

Holdings
13,000 books
1,899 audiovisual materials

Staff
1 librarian

Date of Construction
1990

Frostwood Elementary School's library media center has been added as a new wing to the main building. It is air-conditioned and arranged to accommodate a story hour group and a teacher-directed class simultaneously. A theater/viewing area and a parents' workroom are included. Two computer labs are positioned at one end. A dramatic vaulted ceiling over a portion of the center, a courtyard entrance, and a computerized card catalog are other elements of this innovative facility.



Frostwood Elementary School
(7,512 sq. ft.)

GALINDO ELEMENTARY SCHOOL

Austin ISD
3800 South Second Street
Austin, TX 78704

Contact Person
Dorothy Smith, librarian
(512) 443-4303

Seating
80

Grades
Pre-K-5

Floor Space
5,200 sq. ft.

Enrollment
750

Holdings
11,000 books
1,000 audiovisual materials

Staff
1 librarian

Date of Construction
1988

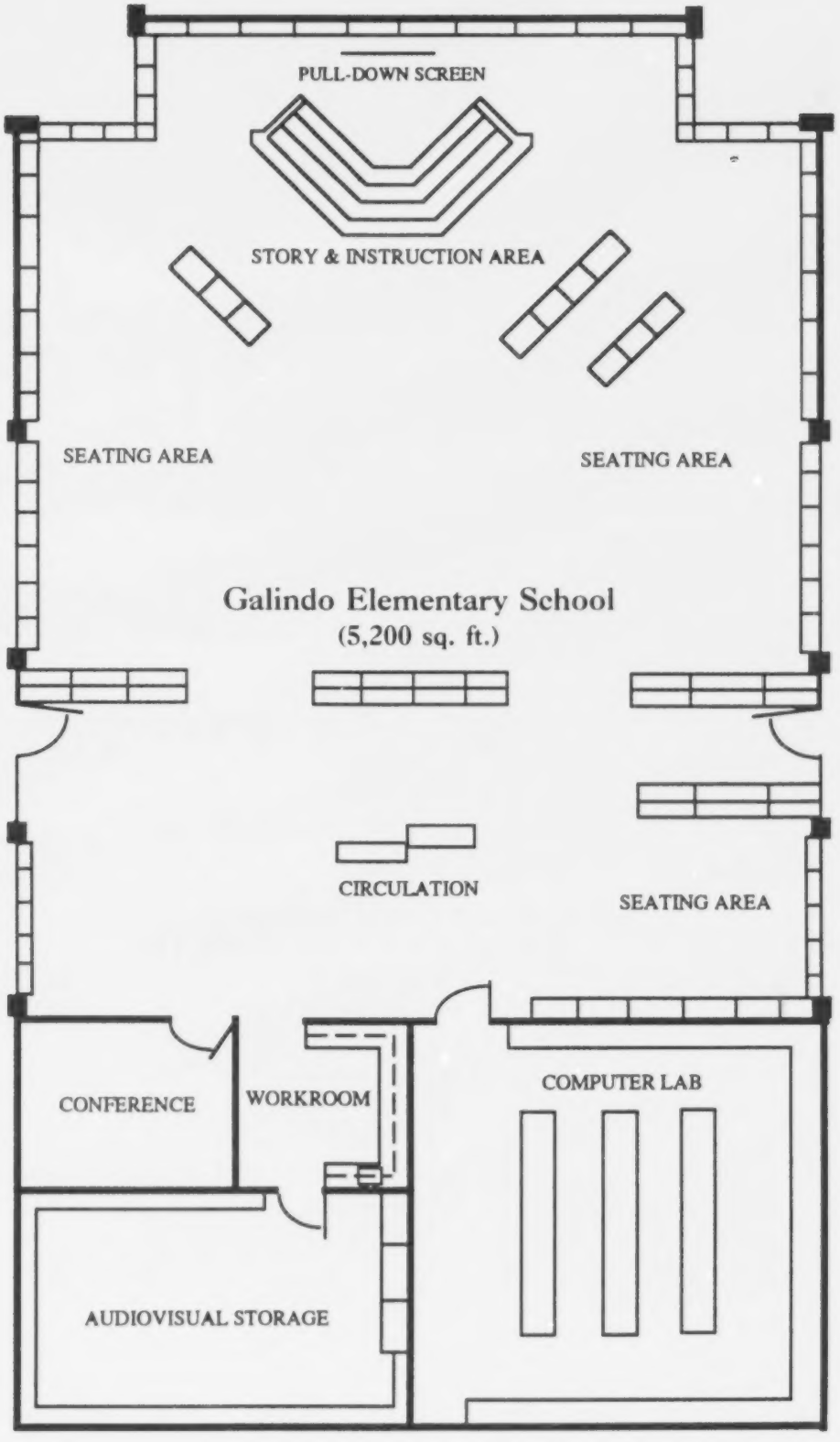
Galindo Elementary School, which opened in the fall of 1988, serves a diverse community of 750 students. The library media center is a beautiful, useable facility. Decorated using the theme The World We Live In, the center contains soft sculptures of the seven continents, a world map with clocks showing times around the world, and various kinds of globes and maps.

The library media center operates on a flexible schedule with story times scheduled for prekindergarten and kindergarten students on a weekly basis. Library skills instruction is scheduled as needed for Grades 1-5. Students may come alone, in small groups, or in class groups to borrow books.

The school was originally designed with a computer lab opening off the library media center. A second computer lab is now available elsewhere in the building. The library computer lab houses 30 networked computers and is used to teach writing for Grades 2-5. Teachers do the computer instruction, and a technician is employed to maintain and administer the labs.

In addition to the computer lab, the library media center has a small conference room and a large audiovisual storage room. A large area with raised steps offers space for story times as well as instruction for library skills. This area is called the *Kiva* and is used on a reservation basis by teachers and staff members.

The library media center offers access to books, reference materials, audiovisual materials, a laserdisc player, and a CD-ROM player with accompanying materials. Three to four class groups can be accommodated at any given time.


PULL-DOWN SCREEN
STORY & INSTRUCTION AREA
SEATING AREA
SEATING AREA
Galindo Elementary School
(5,200 sq. ft.)
CIRCULATION
SEATING AREA
CONFERENCE
WORKROOM
COMPUTER LAB
AUDIOVISUAL STORAGE

JOHN R. GOOD ELEMENTARY SCHOOL

Irving ISD
1200 East Union Bower
Irving, TX 75061

Contact Person
Renee Chevallier, librarian
(214) 438-3500

Seating
38 + story area

Grades
Pre-K-5

Floor Space
2,900 sq. ft.

Enrollment
821

Holdings
11,144 items

Staff
1 librarian
1 part-time aide (3 days a week)

Date of Construction
1987-88

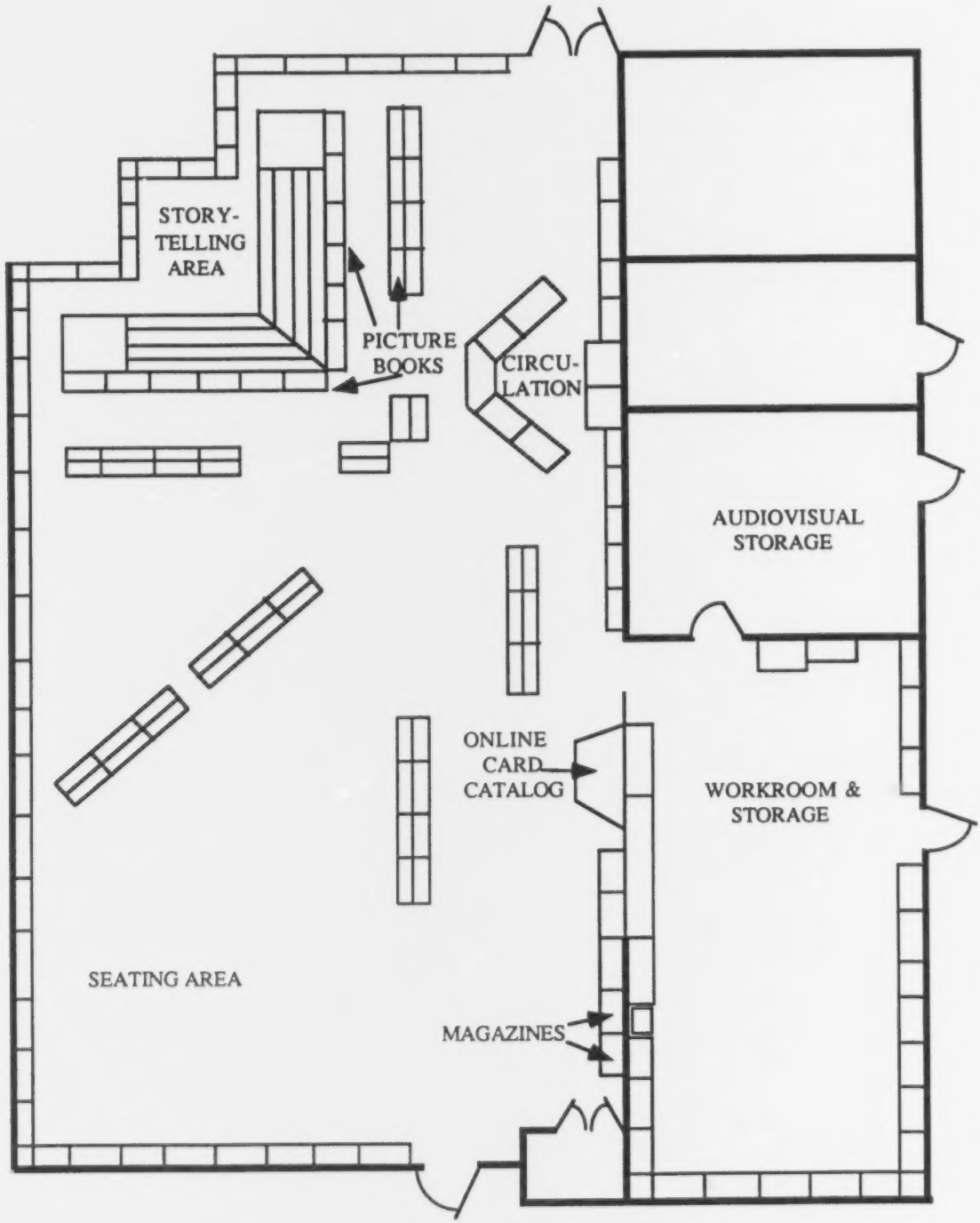
All, except one, of the Irving ISD elementary school libraries have been recently remodeled. Prior to remodeling, most of the libraries occupied four classrooms and were located at the end of a wing. A district standard was established for libraries calling for 2,600 to 3,000 square feet for the instructional library program, plus 800 square feet for audiovisual storage. In most cases, the remodeled libraries were moved to central locations in the schools. Some of the new facilities are additions, built between existing wings or on the front of the building. Two are in old cafeterias.

Features found in almost all of the elementary libraries include carpeting, air-conditioning, and clearly defined areas for circulation, storytelling, classroom instruction, computer card catalog (LAN), and reference services. Adjacent to the library is the audiovisual storage area, situated so that equipment and AV resources can be checked out without moving the equipment through the library. All shelving in the audiovisual area is 15 to 24 inches deep and adjustable; the shelving has no base boards so that carts can be rolled into the shelving areas.

Automation in all Irving ISD libraries is now complete. A community television cable network allows access for students and staff in the district, not only to all campus collections but to professional library and audiovisual resources housed at the Instructional Center. Each library has a minimum of two dumb terminals for the card catalog portion of the local area network. Broadcast technology and networking are utilized to receive the regional television consortium signal from a neighboring school district. The signal, fed into the community cable television network, supplies four educational channels to all elementary schools. Each building is cabled so that the television signal can be received in either the library or classroom. Delayed replay of television programming can be transmitted from the library to the classroom if necessary.

All of the libraries have wooden library furniture with fabric chair backs. Other furniture includes picture book slope-top rables, benches, display furniture, and periodical display areas. Special features in various libraries include window seats, an aquarium, and ceiling fans. In the Good Elementary School library, the V-shaped stair configuration defines the storytelling area. These "story steps" are carpeted steps that provide an area for reading aloud, storytelling, dramatic productions, and instruction. The steps are not permanently fixed and could be changed if future needs warrant.

John R. Good Elementary School
(2,900 sq. ft.)



W.T. Hanes Elementary School

Irving ISD
2730 Cheyenne
Irving, TX 75062

Contact Person
Wade Weiler, librarian
(214) 252-8659

Seating
48 + story area

Grades
K-5

Floor Space
3,500 sq. ft.

Enrollment
676

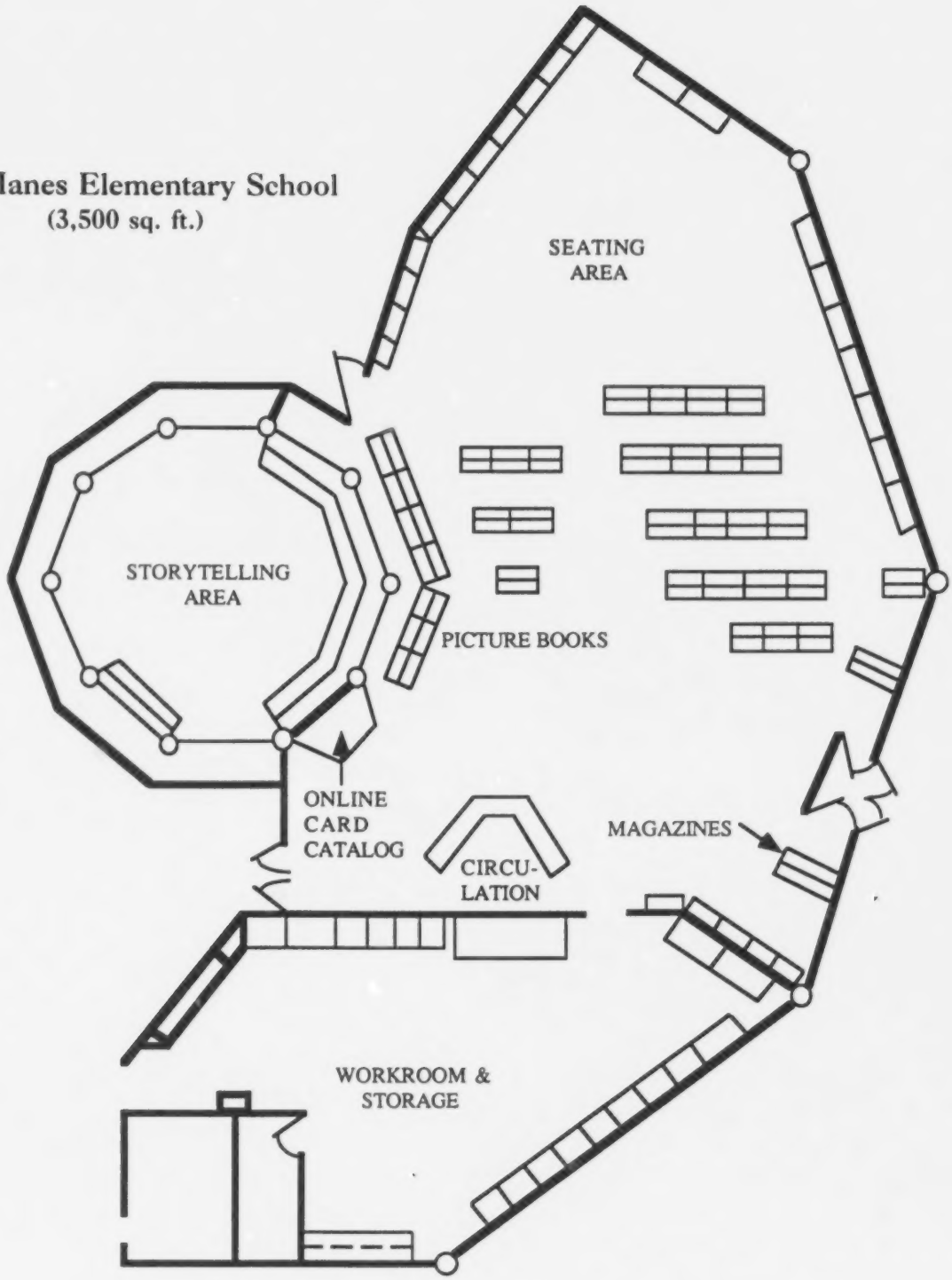
Holdings
9,984 items

Staff
1 librarian
1 part-time aide (3 days a week)

Date of Construction
1988

See the program description for Good Elementary School, page 48.

W.T. Hanes Elementary School
(3,500 sq. ft.)



A.S. Johnston Elementary School

Irving ISD
2801 Rutgers
Irving, TX 75062

Contact Person
Sherry Johnson, librarian
(214) 255-5911

Seating
78

Grades
K-5

Floor Space
3,978 sq. ft.

Enrollment
685

Holdings
12,657 items

Staff
1 librarian
1 part-time aide (3 days a week)

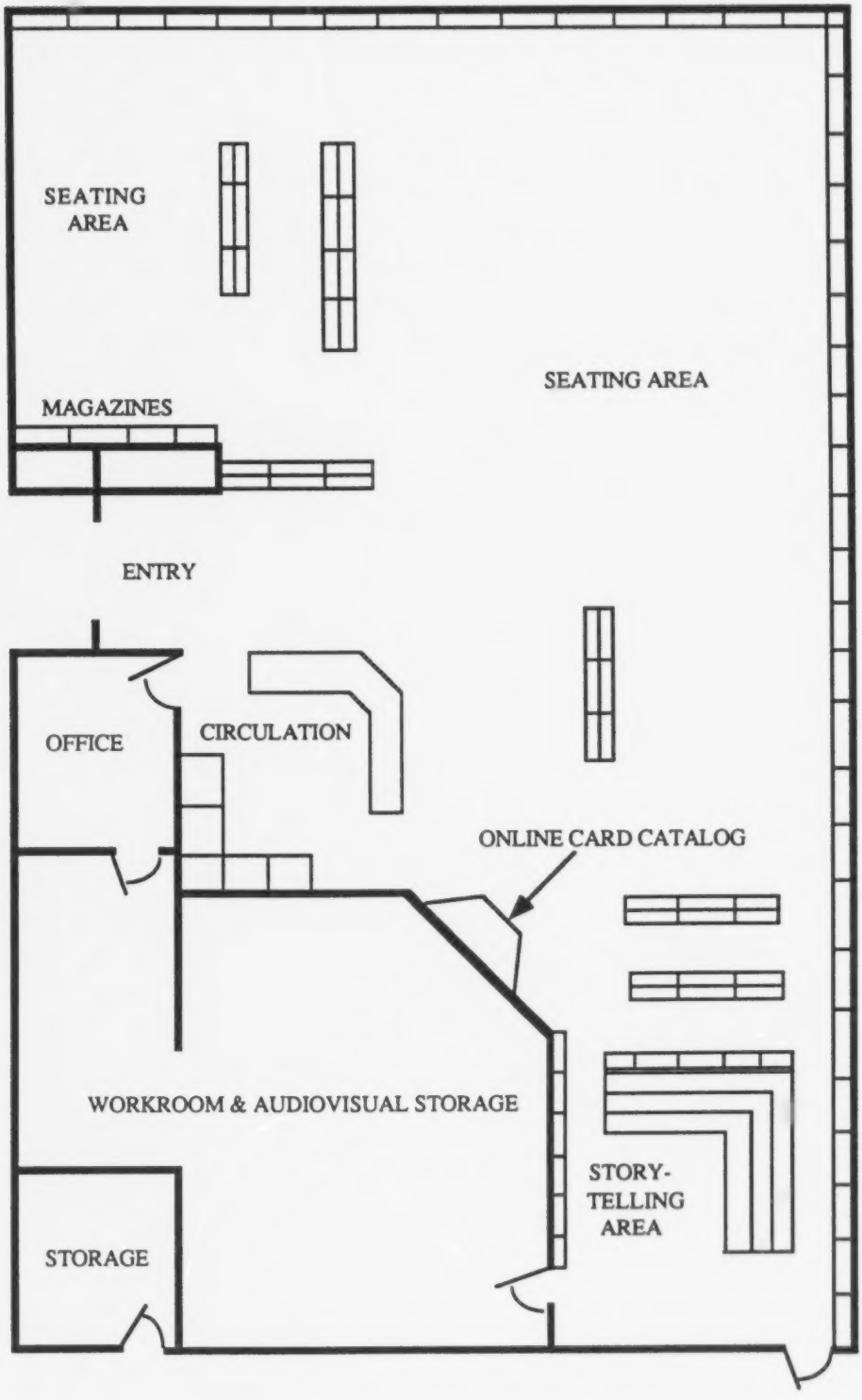
Date of Construction
1988-89

The V-shaped stair configuration defines the storytelling area. These carpeted "story steps" provide an area for reading aloud, storytelling, dramatic productions, and instruction. The steps are not permanently fixed and could be changed if future needs warrant.

Special school programs include Chapter 1 classes, Programmed Developmental Instruction, and instruction for severely physically handicapped students.

For additional information, see the program description for Good Elementary School, page 48.

A.S. Johnson Elementary School
(3,978 sq. ft.)



MINA (WEST) ELEMENTARY SCHOOL

Bastrop ISD
1203 Hill Street
Bastrop, TX 78602

Contact Person
Pat Tips, librarian
(512) 321-2546

Seating
79

Grades
3-5

Floor Space
2,154 sq. ft.

Enrollment
635

Holdings
10,395 items

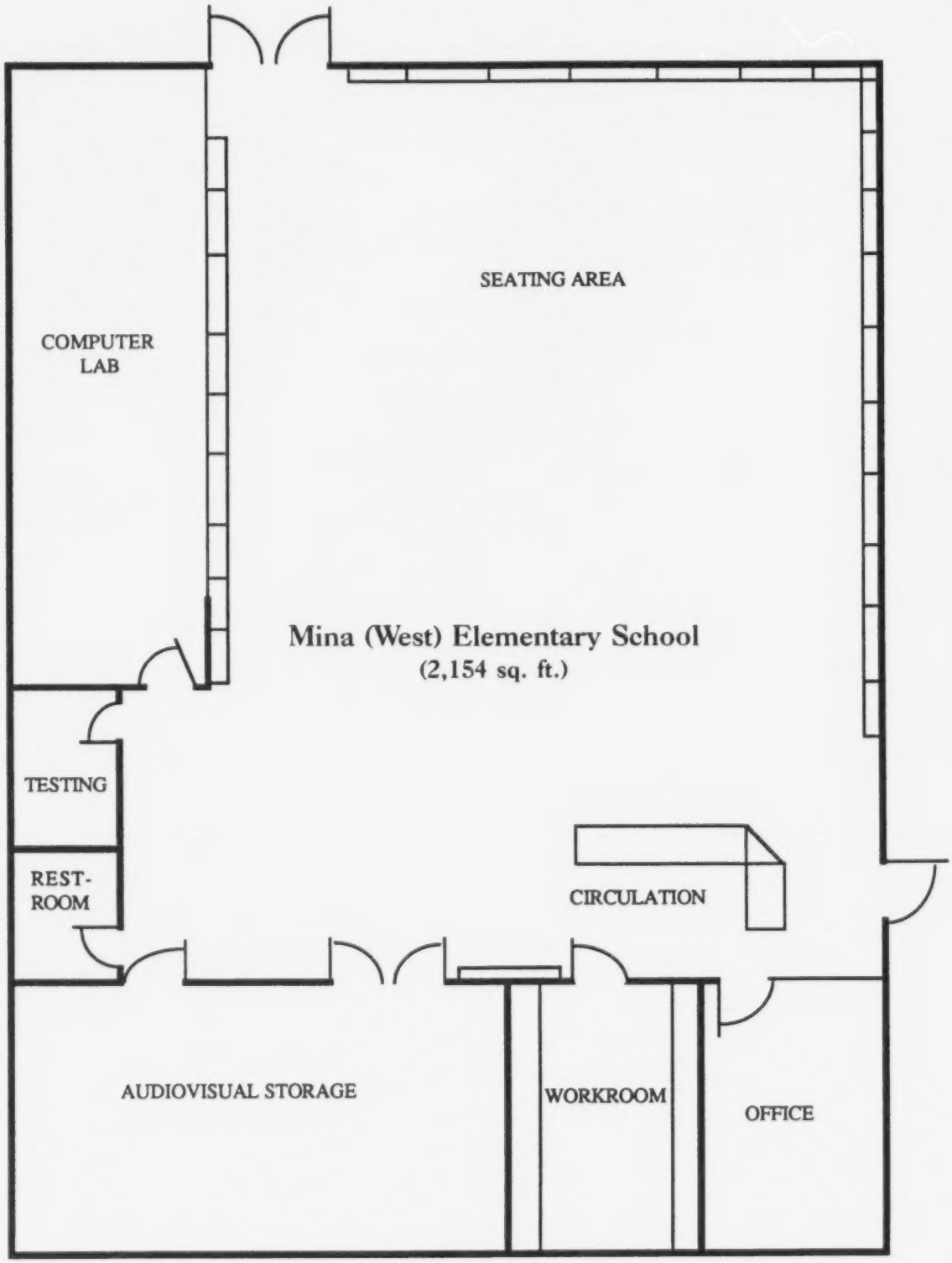
Staff
1 librarian
1 aide

Date of Construction
1988 (remodeled)

The Mina library media center which serves Grades 3-5 is located on the west side of the campus. Another complete facility on the east side serves K-Grade 2 and has its own librarian and aide. The Mina West LMC was originally a junior high band hall constructed about 1977. It was remodeled in 1988 but retains its high ceiling, which gives a feeling of spaciousness. The facility now serves as a library media center and computer lab. It houses about 10,400 books plus teacher materials, audiovisual software, and equipment. The books are circulated and inventoried using an automated system. All classes are scheduled into the library on a weekly basis, and students are encouraged to come in for independent use at any time during the school day.

A multiple-purpose area is used for such activities as story time, tape and film viewing, and library skills instruction. A separate room may be scheduled for individualized work such as testing. The audiovisual storage room houses both the equipment and software. All activities are directed from the librarian's office; in an adjacent workroom, the processing and repairing of materials take place.

One of the most popular areas is the computer lab which has 23 networked computers with a file server and five printers. Classes are scheduled into the computer lab weekly, just as into the library, but teachers may send individual students as a reward at any time when a computer is available.


SEATING AREA
COMPUTER LAB
Mina (West) Elementary School
(2,154 sq. ft.)
TESTING
REST-ROOM
CIRCULATION
AUDIOVISUAL STORAGE
WORKROOM
OFFICE

Old Town Elementary School

Round Rock ISD
2001 Old Settlers Boulevard
Round Rock, TX 78681

Contact Person
Julie Walker, librarian
(512) 255-9851

Seating
47 +

Grades
Pre-K-5

Floor Space
3,567 sq. ft.

Enrollment
690

Holdings
7,000 books
1,000 audiovisual materials

Staff
1 librarian
½ library aide

Date of Construction
1988

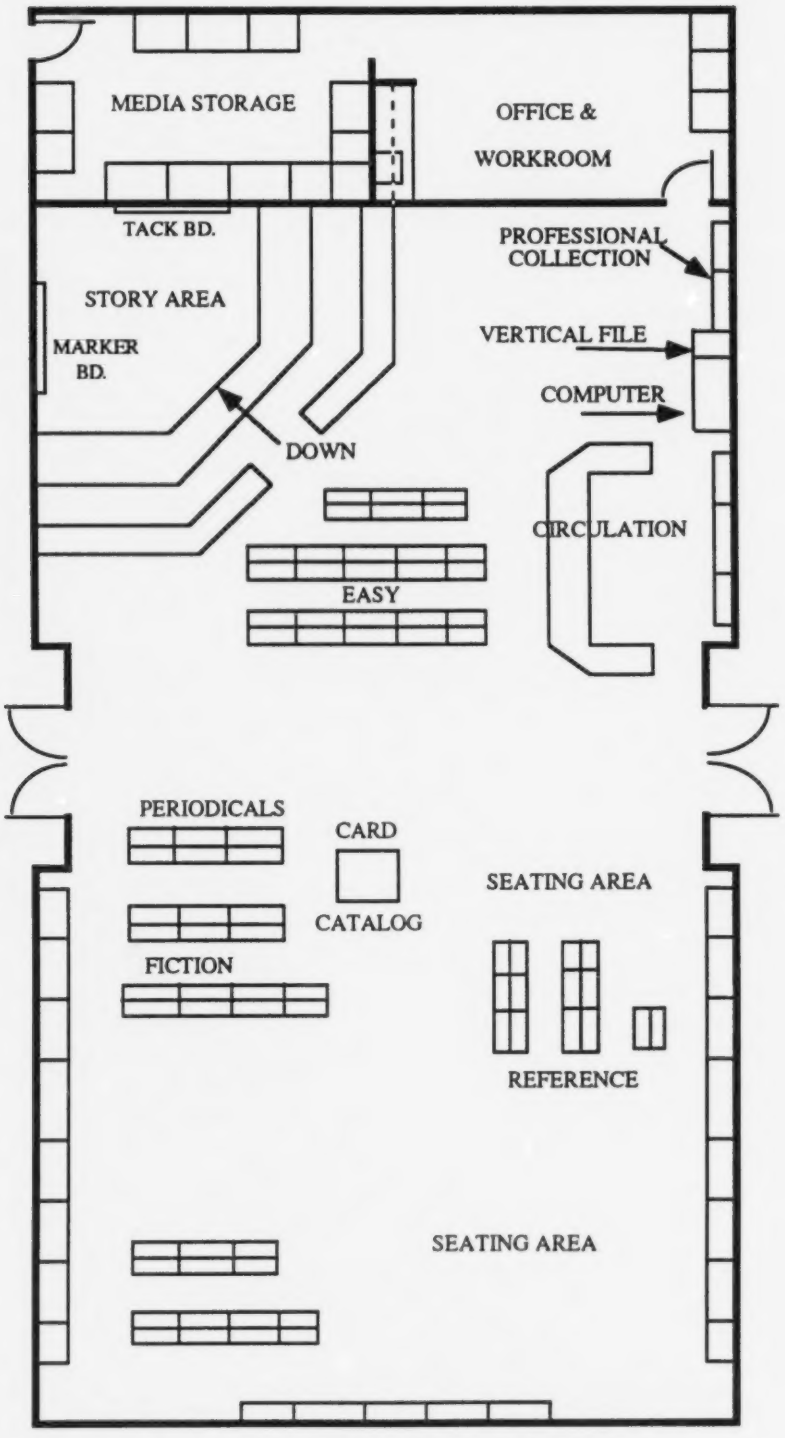
The Old Town Elementary School library media center serves a varied school population. In addition to regular K-5 classes, several special populations including students in SAIL (Student Assistance in Learning) and prekindergarten draw on its resources.

Regular story times for prekindergarten through second grade students are scheduled at the beginning of each school year. Students in Grades 3-5 are flexibly scheduled to allow for a diverse program of library skills instruction, research, and reading motivation.

The library media center floor plan allows for several activities to occur simultaneously. Whole-class research in the classroom area, small-group/drop-in activities in the reference area, and story times in the story pit are easily accommodated. In addition, audiovisual equipment and a computer for student use draw individuals throughout the day.

Teacher needs are served through a professional area which includes the campus professional collection, drop-off points for district and regional media services, and materials for ordering these services. A pamphlet file and map/poster cabinet hold a variety of teaching aids. The proximity of the media storage area, a computer workstation, and the circulation desk contribute to the convenience and functionality of this plan.

On an average day, at least one third of Old Town's students and nearly all of the faculty pass through the library media center. At times the center is buzzing with students; at others, a solitary reader relishes the quiet. Both the program and the floor plan are designed to serve the various activities of the center.



Old Town Elementary School
(3,567 sq. ft.)

South Lawn Elementary School

Amarillo ISD
4719 South Bowie Street
Amarillo, TX 79110

Contact Person
Kathy Harrison, director of Libraries and Instructional Media Services
(806) 354-4327

Seating
60

Grades
K-5

Floor Space
1,890 sq. ft.

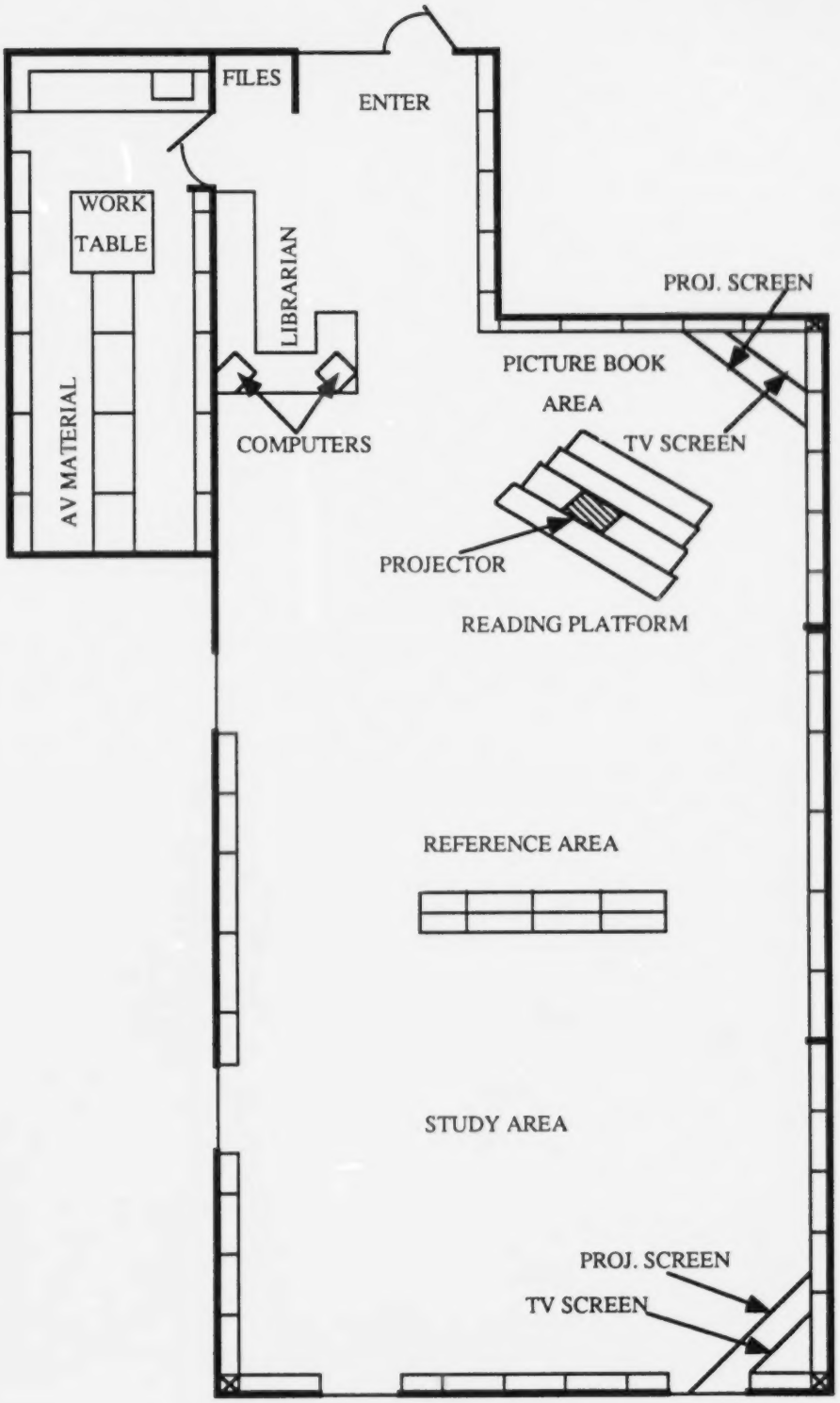
Enrollment
366

Holdings
7,072 books
615 audiovisual materials

Staff
1 librarian (2 days a week)

Date of Construction
1989

Amarillo ISD's elementary librarians teach scheduled classes using a locally developed K-Grade 5 library curriculum guide. The classes vary from 30 to 45 minutes in length and meet at least once every other week. In most instances, students may come to the library media center during open time each day on an individual or small-group basis.



South Lawn Elementary School
(1,890 sq. ft.)

Western Plateau Elementary School

Amarillo ISD
4927 Shawnee Trail
Amarillo, TX 79109

Contact Person
Kathy Harrison, director of Libraries and Instructional Media Services
(806) 354-4327

Seating
60

Grades
K-5

Floor Space
2,180 sq. ft.

Enrollment
512

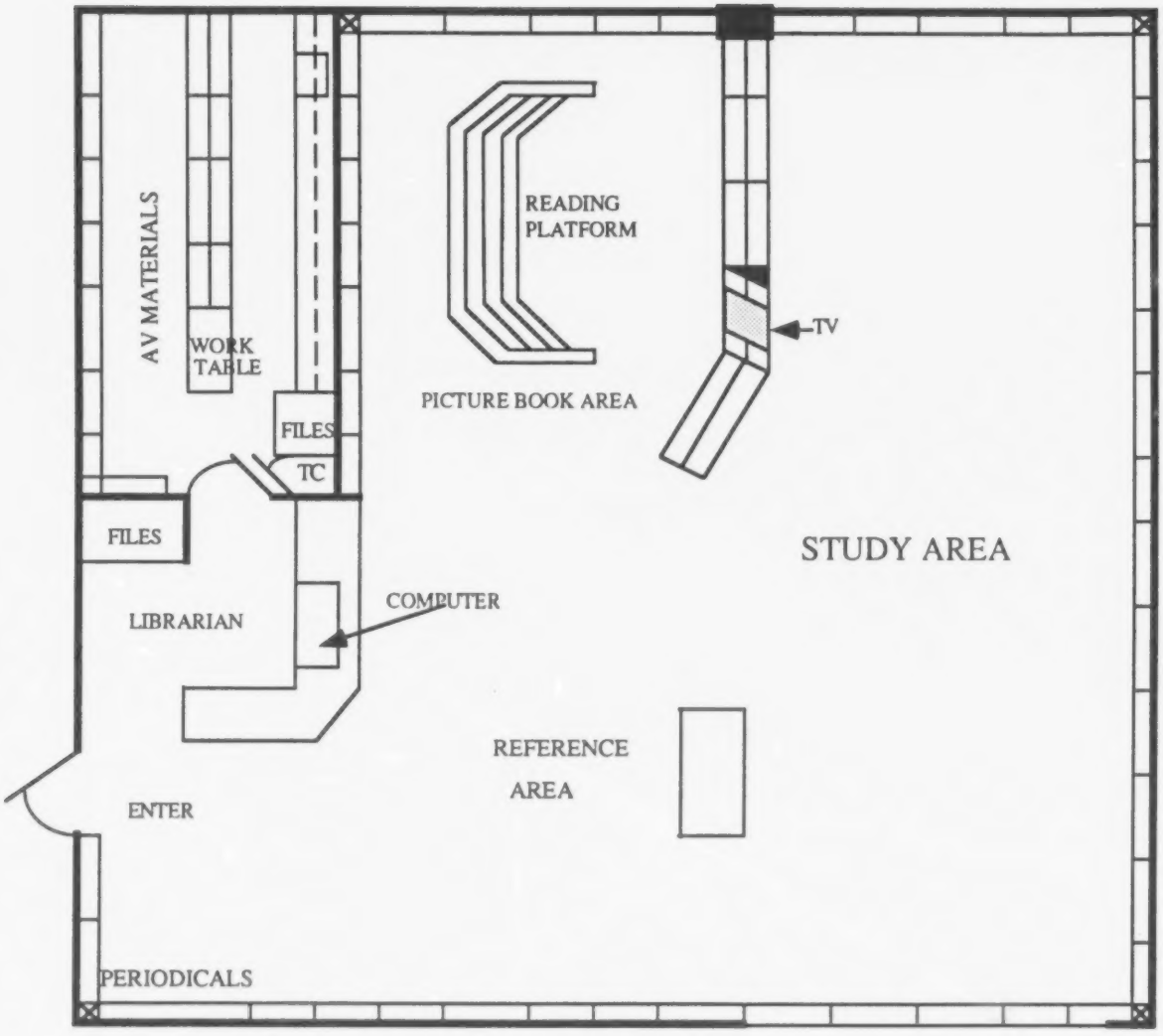
Holdings
9,701 books
1,182 audiovisual materials

Staff
1 librarian (3 days a week)

Date of Construction
Fall 1991

See the program description for South Lawn Elementary School, page 58.

Western Plateau Elementary School
(2,180 sq. ft.)



Winnsboro Elementary School

Winnsboro ISD
310 West Coke Road
Winnsboro, TX 75494

Contact Person
Dr. Bettye Herlocker, principal
(903) 342-3548

Seating
50

Grades
K-4

Floor Space
3,700 sq. ft. plus office and storage

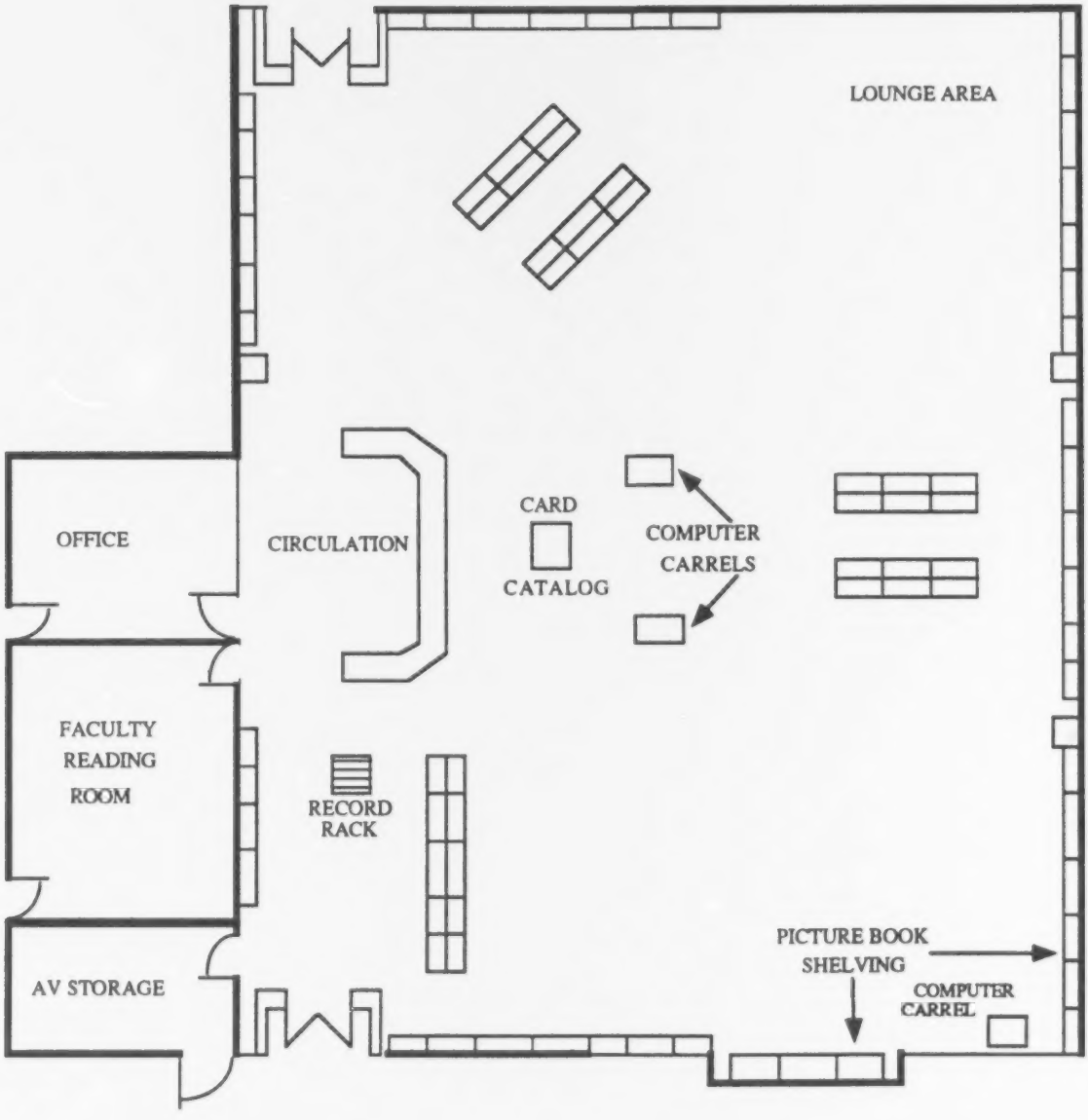
Enrollment
540

Holdings
8,000 books

Staff
1 full-time aide

Date of Construction
1982

The Winnsboro Elementary School library media center is in the center of the Grade 2-4 wing, making it the hub around which the school moves. Skylights opening into the corridors on both sides of the library give a spacious and airy look. Outside the library, four large, lighted display cases in the walls house a changing display of collections and books to entice children to visit the library. An area for groups to view films and a pillow area for leisure reading are provided. Eight study carrels for listening/reading and three carrels with computers round out the multimedia center. Access to the library for students is from either side; teachers may enter through the adjoining faculty reading room and library office.



Winnsboro Elementary School
(3,700 sq. ft. + office and storage)

Burkburnett Junior High School

Burkburnett ISD
108 South Avenue D
Burkburnett, TX 76354

Contact Person
Jessie M. Stewart, library coordinator
(817) 569-3381

Seating
65

Grades
6-8

Floor Space
3,500 sq. ft.

Enrollment
759

Holdings
8,618 books
1,552 audiovisual items

Staff
1 librarian
1 VOE library aide (part-time)

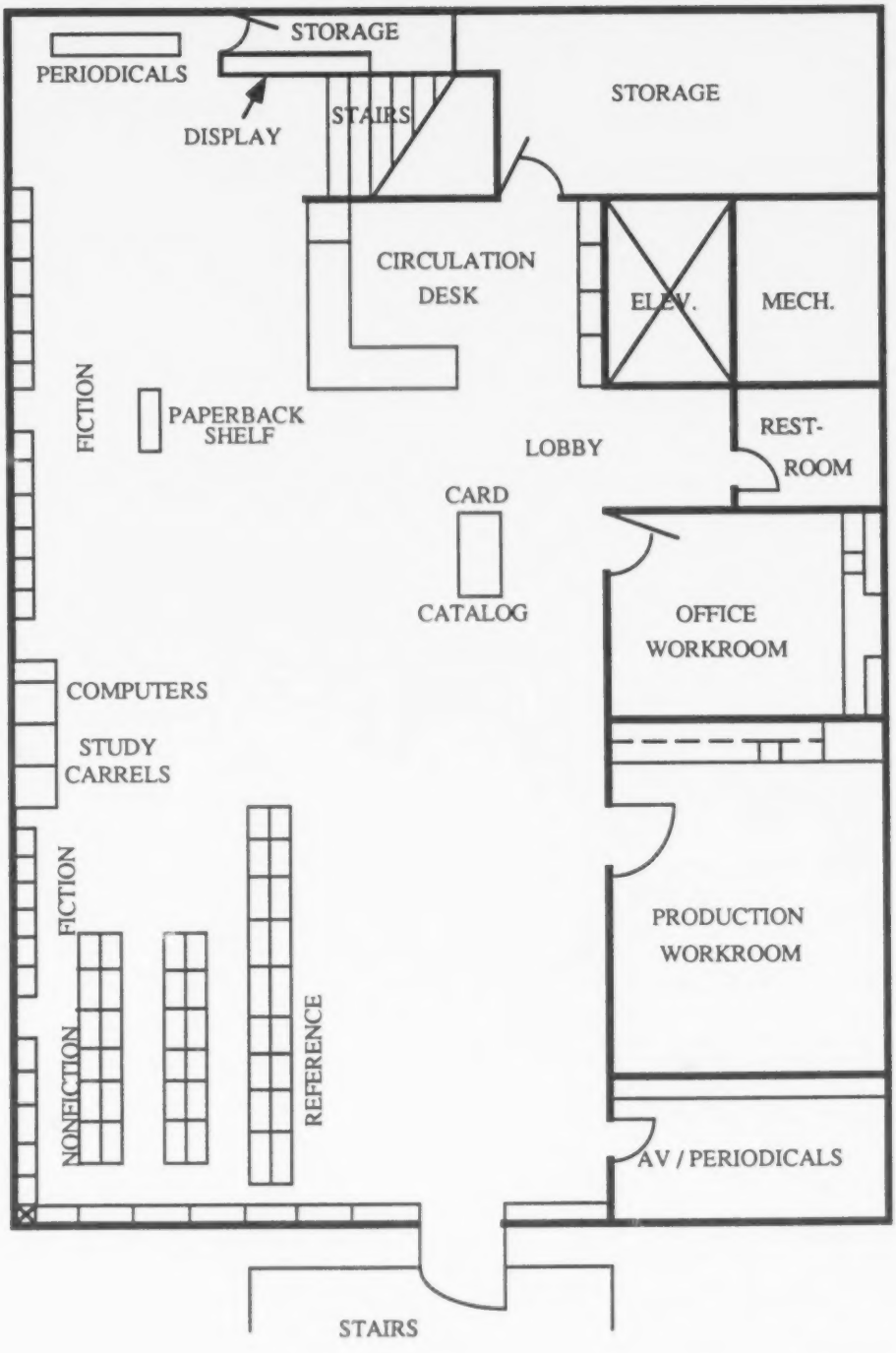
Date of Construction
1988

Burkburnett Junior High School library, originally located on the second floor of a building constructed in 1922, was moved to the lower level and more than doubled in size when it was completely renovated in 1988. In addition to expansion of the reading and shelf area, an office/workroom, a production/workroom, and an audiovisual/periodical room were added. A flexible floor arrangement is accomplished through the use of 42-inch movable shelving, which defines specific use areas and allows simultaneous activities of different classes and groups. These shelves are moved aside to make a spacious open area for large-group meetings, talks by authors, and inservice activities.

Circulation and inventory are automated, and an online card catalog will be added. A workstation with a computer and CD-ROM player, on which a CD-ROM encyclopedia and a news data base have been installed, is used for research. Two additional computers are used to access vertical file resource material on computer diskettes. Another computer is on a mobile workstation and circulates throughout the school.

Audiovisual equipment and materials and the professional collection are available in the production/workroom. Instruction in the use and production of various audiovisual materials is provided. A media room, from which local productions are broadcast throughout the school, is adjacent to the library media center.

The focus of the library media center program is to prepare students to be effective and independent users of information and to foster appreciation and enjoyment of literature. Emphasis is placed on integration of library and information skills instruction across the curriculum and the use of technology to enhance the research process. Motivational reading activities include annual author visits, book talks, book fairs, contests, displays, a computerized reading program, and a Read-In where the entire student body and staff stop to read at a specified time. Student and staff participation in the materials selection process and community involvement through the use of volunteers are important parts of the library program. Library hours are extended to provide additional time for students and staff to use the library media center.



Burkburnett Junior High School
(3,500 sq. ft.)

74

Collins Intermediate School

Conroe ISD
6020 Shadowbend Pl.
Woodlands, TX 77381

Contact Person
Ann Jacobson, director, Media Services
(409) 539-1826

Seating
75+

Grades
5-6

Floor Space
5,070 sq. ft.

Enrollment
700

Holdings
Collection purchase in process

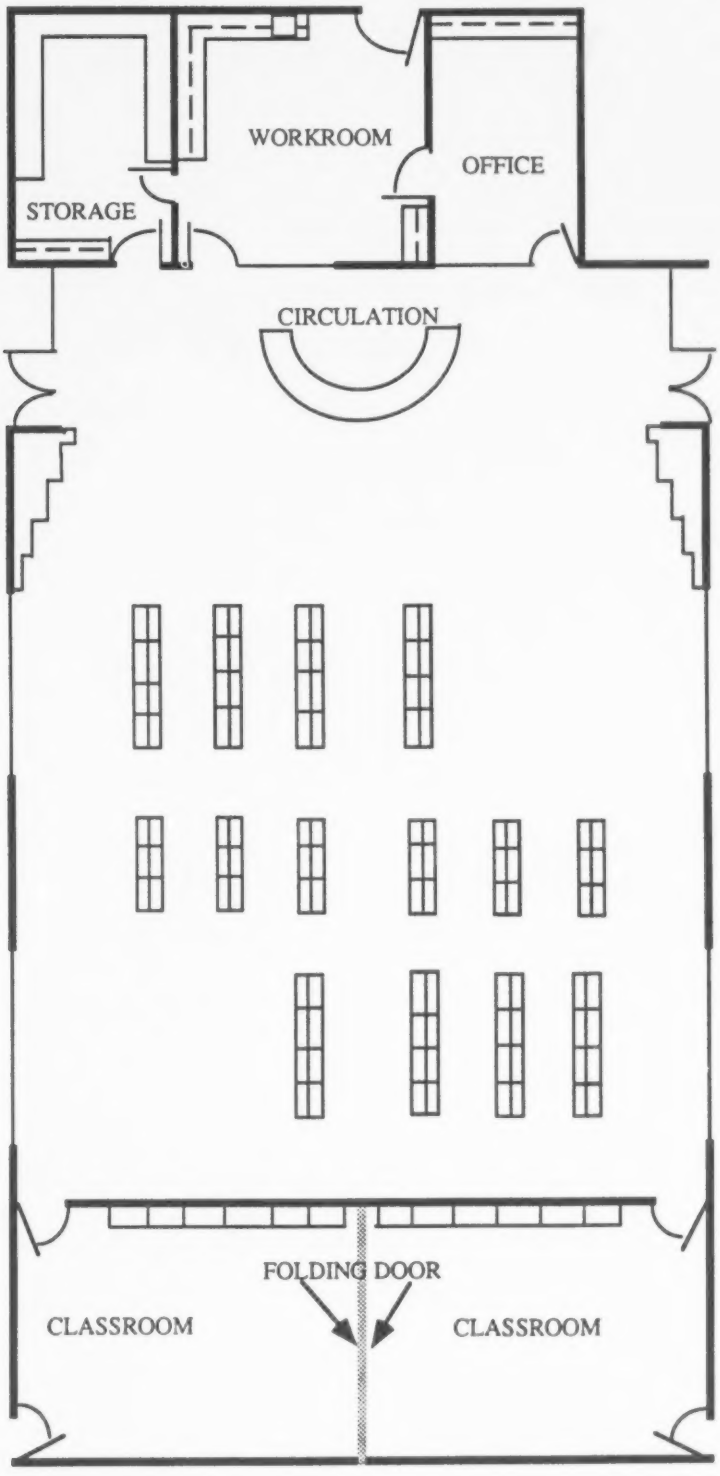
Staff
1 librarian
1 aide

Date of Construction
1990

Collins Intermediate School is located in a beautiful wooded area in The Woodlands, a planned city that was built beginning in the mid-1970s. An integrated library media program includes curriculum planning, print and audiovisual materials and equipment selection, book fairs, and an active author-in-the-schools program on each campus.

The design of the library media center allows three classes to use the center at one time. Individual and small group research is encouraged and can be accommodated at the same time that larger groups are using the facility. A large volunteer program allows the staff to provide many services.

Collins Intermediate School
(5,070 sq. ft.)



C.D. Fulkes Middle School

Round Rock ISD
300 West Anderson Avenue
Round Rock, TX 78664

Contact Person
Carolyn Haskell, librarian
(512) 255-4471

Seating
125

Grades
6-8

Floor Space
4,180 sq. ft.

Enrollment
959

Holdings
9,985 books
952 audiovisual materials

Staff
1 librarian
1 aide

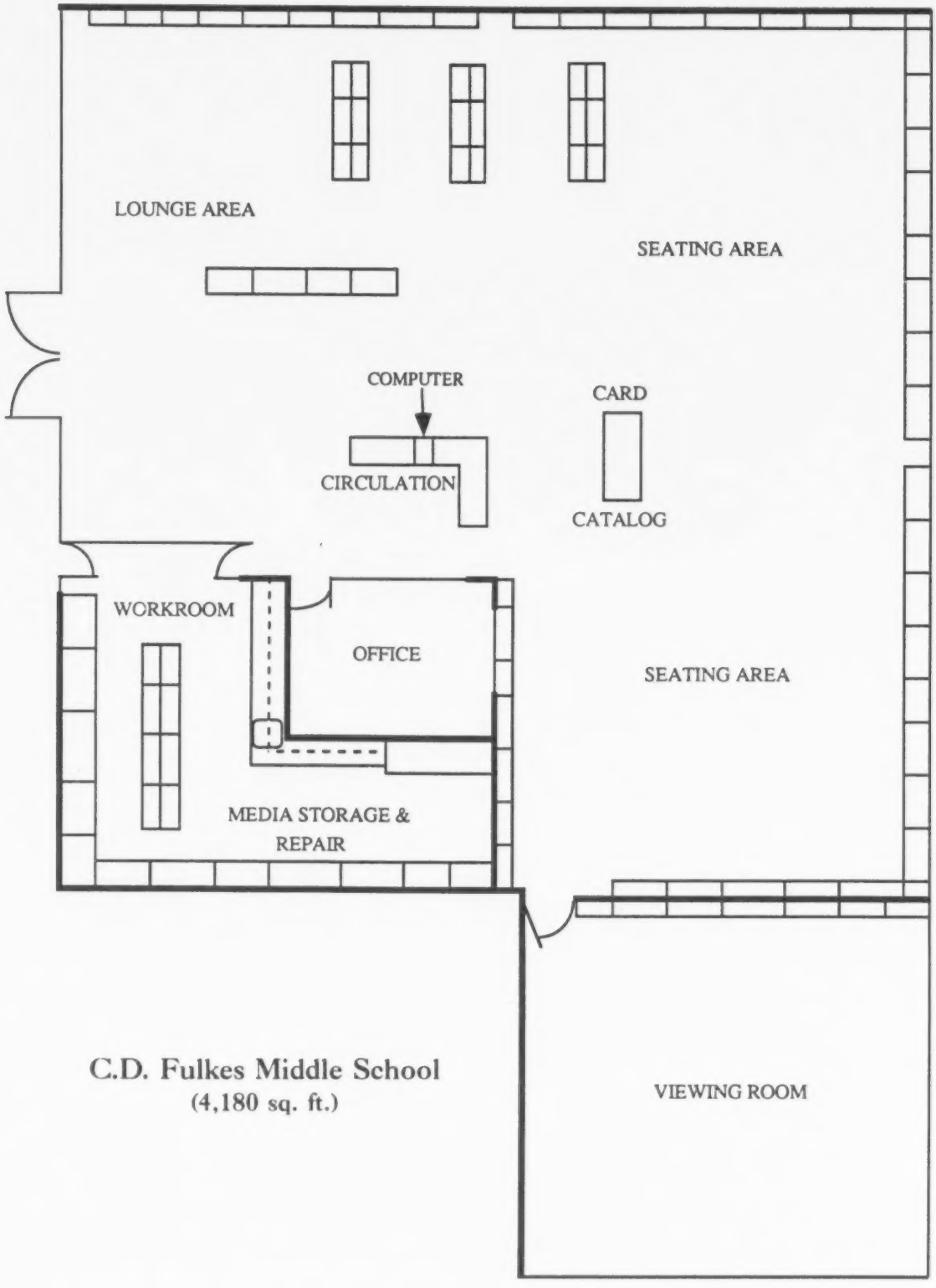
Date of Construction
1988

The C.D. Fulkes Middle School library media center moved to its present location in 1988. The facility includes a main library, media room, library office, and multipurpose viewing room. Large windows on two sides of the center visually expand the space and allow views of the large oaks on the front lawn. Low book shelving was used so as not to obstruct the views from the windows.

The multipurpose area is used for instruction, visiting authors and poets, displays, video production, business lectures, storytelling, small theatrical groups, book fairs, and social events. Glass panels in the multipurpose room enhance the open feeling, but the area can be darkened with miniblinds.

An automated computer system allows students to check out materials and also provides lists and printed bibliographies in subject categories. Carrels for audiovisual and computer use are provided in the main library. The audiovisual media workroom houses media, the professional collection, realia, equipment, display materials, and research periodicals. The media room receives cable TV, with transmission to the classrooms.

A goal-oriented program incorporates a variety of activities to match different student learning styles. Techniques used may include cooperative group strategies, team learning, brainstorming, peer tutoring, and visual learning. Instruction may be given by the librarian, the teacher, or jointly by both. The library program is fully integrated into the curriculum, and motivation activities have included the use of themes with rewards, brief book talks, specific reading-writing emphasis, and storytelling. Faculty participation through an interdisciplinary approach is emphasized. Two video cameras provide learning style extension. Unusual displays, themes, and events help extend the academic atmosphere and provide a stimulating, nurturing environment.



C.D. Fulkes Middle School
(4,180 sq. ft.)

KATHERINE STINSON MIDDLE SCHOOL

Northside ISD
6200 South Hausman Road
San Antonio, TX 78249

Contact Person
Nancy Dobrot, coordinator of Library Services
(512) 647-2100

Seating
78

Grades
6-8

Floor Space
6,200 sq. ft.

Enrollment
1,400-1,600

Holdings
16,000 books
3,200 audiovisual materials

Staff
1 librarian
1 aide

Date of Construction
1991

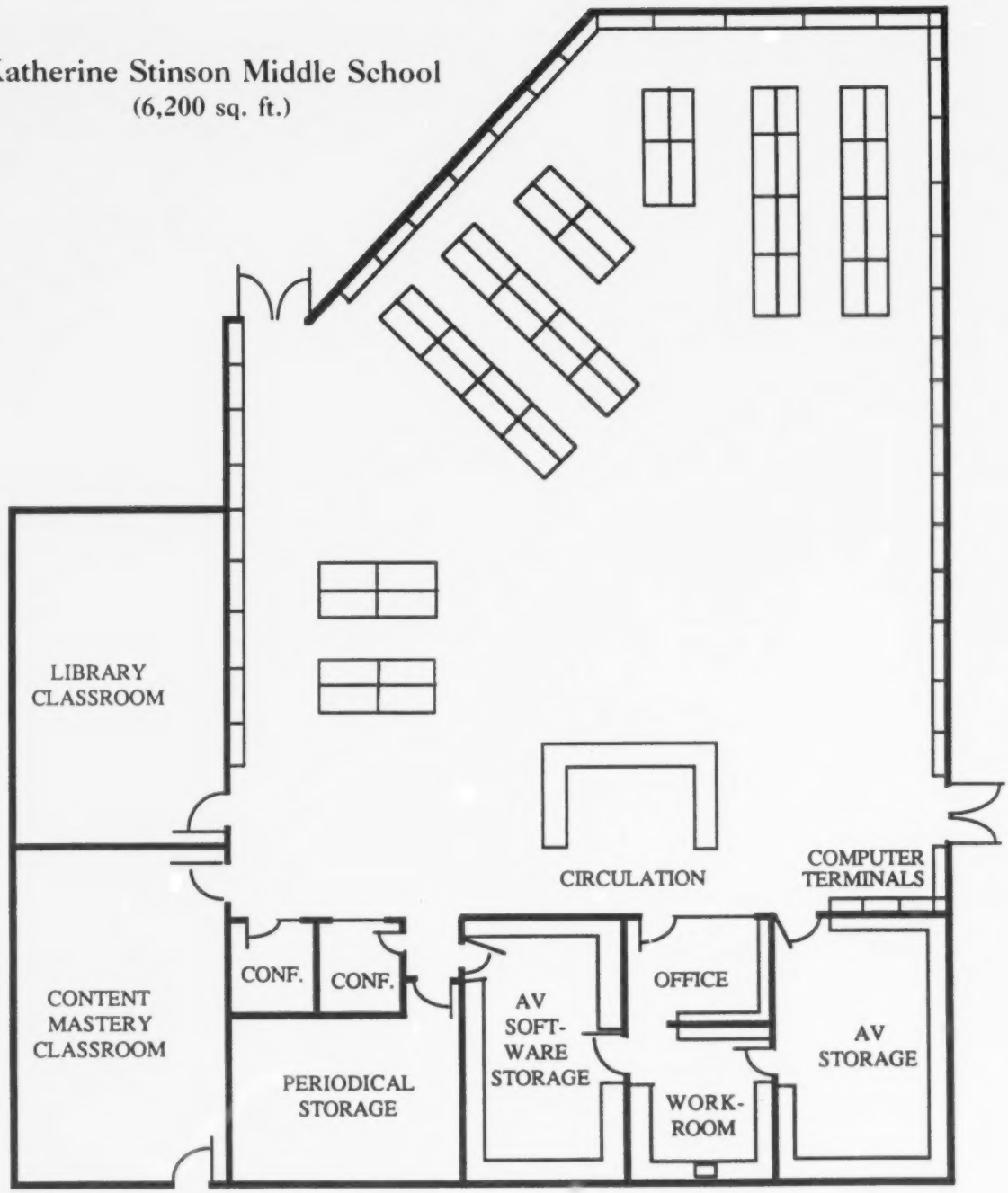
Stinson Middle School is a new facility built to address the needs of a totally integrated curriculum that incorporates team teaching throughout Grades 6-8.

The library media center emphasis is on multi-user, hypermedia accessibility. Four terminals are placed in the main library area near the circulation desk for online catalog access to the school catalog and the district union catalog. Connections for CD-ROM database hookups and microfiche reader/printers are also installed. Modems provide access to other community resources such as The University of Texas at San Antonio and the public library. Space is available for class activities, individual study, and small groups simultaneously. Work/production areas are available in the AV storage rooms plus a professional collection for the staff. Some of the database materials and equipment will be placed in the periodical area for immediate access to related resources.

The content mastery classroom concept extends into the library so students are able to use the resources as an extension of their program. The plan is to expand content mastery to enrichment for all students in particular subject areas of their choice.

The library media center supports other programs in the school such as the counseling program, ESL and bilingual programs, and special education programs, plus all the curricular areas in the integrated curriculum. The integrated curriculum lends itself to incorporating research skills into subject areas and makes the library media center the heart of all learning.

Katherine Stinson Middle School
(6,200 sq. ft.)



West Ridge Middle School

Eanes ISD
1901 Friedsam Lane
Austin, TX 78733

Contact Person
Andrea Warkentin, librarian
(512) 263-3144

Seating
85

Grades
6-8

Floor Space
6,935 sq. ft. (approximately)

Enrollment
615

Holdings
7,000 books

Staff
1 librarian
1 aide

Date of Construction
1986

West Ridge Middle School has a capacity of 900 students. The library media center straddles a foyer that leads from the administrative, athletic, and music areas into the academic classrooms. An atrium defines the shape of the facility, and abundant light from the windows streams into the fiction, nonfiction, and reading areas.

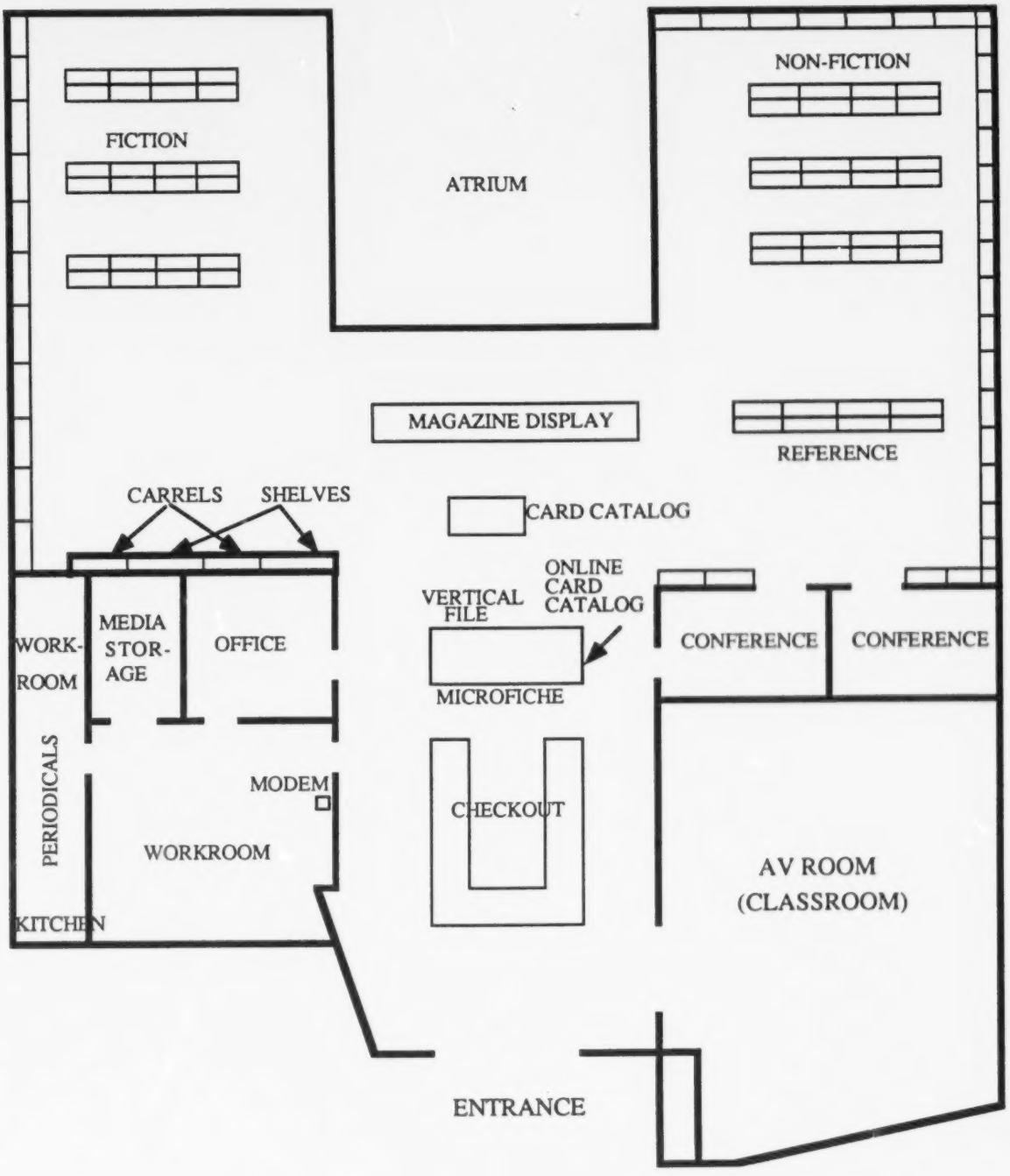
The walls of the office and conference rooms have large windows facing into the stacks, affording easy monitoring. The open feeling is enhanced by elevated ceilings that rise and fall to define areas in the library.

The lay-out of the library allows up to three full classes to use the facilities at any given time without crowding. Teachers sign up for the fiction, nonfiction, or AV room. The AV room also contains a large-screen VHS projector and can seat 125 comfortably. The conference room closest to the check-out desk is currently used as a professional reading room/teacher hide-away.

In 1990, the library acquired its first online catalog terminal for student use. The terminal sits atop a 28-inch cabinet east of the check-out desk. The cabinet is long enough for four to five additional terminals. Individual computers will be available to students when the back conference room is converted to a small computer lab. Teachers have access to two computers in the outer workroom where a modem is also available.

The library design also provides a great deal of flexibility. As the collection grows, the modular shelving can be both lengthened and heightened. Currently, the lighting in the fiction and nonfiction areas runs north-south. However, the fixtures are suspended in a grid pattern, so if the library changes to east-west standing shelves, the lights can be rotated 90 degrees.

The total book shelving currently available equals 1,136 feet. Possible gains in shelving include adding six-foot wall shelves along the east wall (116 feet), enlarging the 14 by 4-foot north-south shelves in fiction and nonfiction to 14 by 6-foot shelves (84 feet), and replacing the 14 by 4-foot north-south shelves in fiction and nonfiction with 18 by 6-foot east-west shelves (180 feet).



West Ridge Middle School
(6,935 sq. ft.)

COPPELL HIGH SCHOOL

Coppell ISD
185 West Parkway Boulevard
Coppell, TX 75019

Contact Person
Laura Edwards, director/librarian
(214) 471-2002

Seating
121

Grades
9-12

Floor Space
9,000 sq. ft.

Enrollment
775

Holdings
8,918 books
1,804 audiovisual materials

Staff
1 librarian
1 aide

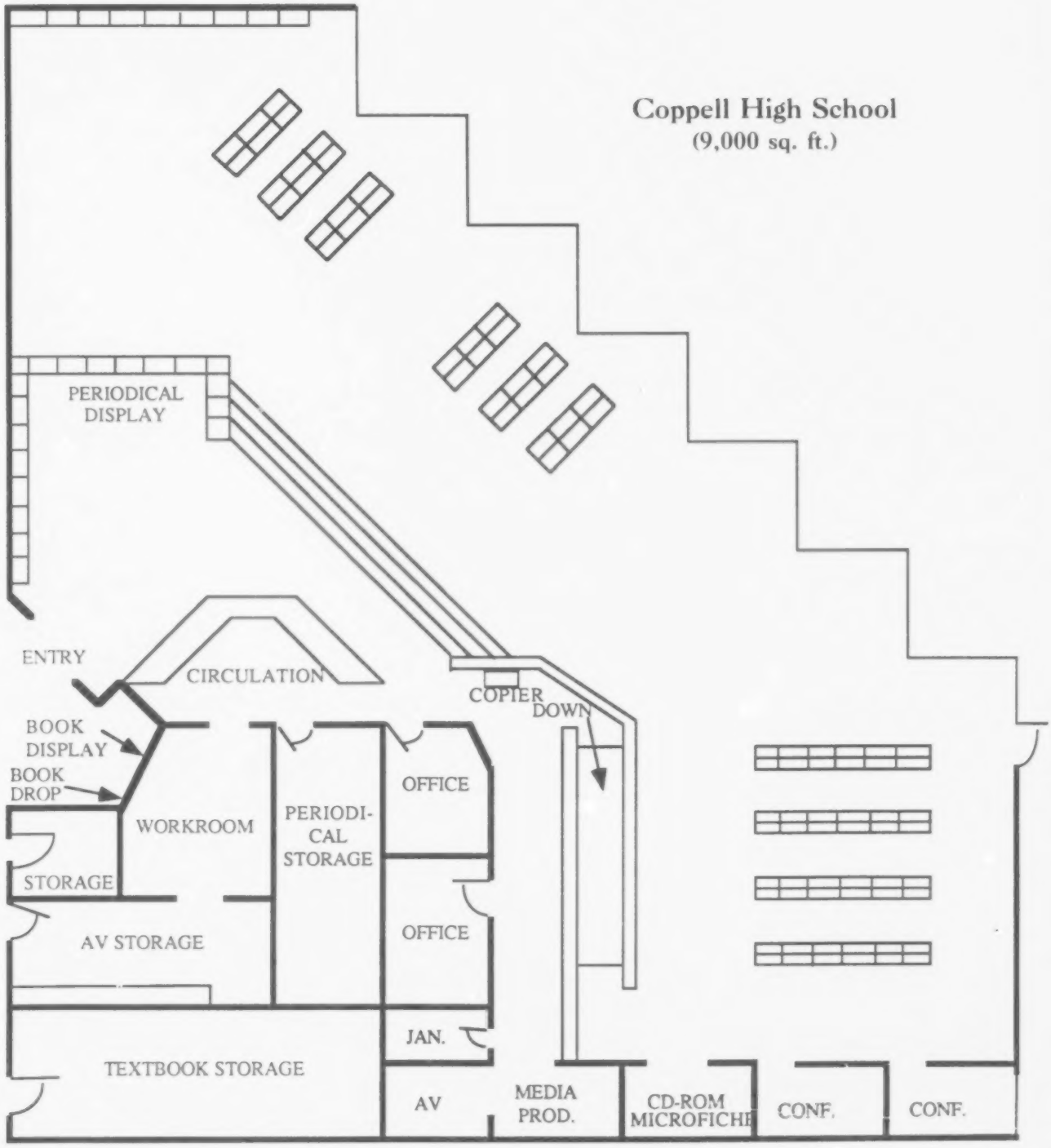
Date of Construction
1989

The Coppell secondary school media center is part of a new 180,000 square foot high school. The library media center receives the benefit of the natural beauty of the property and has a relaxing atmosphere with extensive use of glass from ceiling to floor overlooking a large group of live oak trees. The pleasing surroundings lead to a feeling of comfort and hospitality for those using the facility for study or pleasure.

The library media center arrangement facilitates the flow of patrons as they use the facility for curriculum-related purposes. Microfiche readers, reader/printers, and CD-ROM database search stations are available for patron use. The library media center also features an audiovisual production room and two conference rooms for quiet study and small-group work. A typewriter and computer are available for general student use. The magazine storage area uses track shelving, which allows the students to get materials by themselves and also conserves space. The facility will accommodate two classes with additional individual students doing research or recreational reading.

The library media center programs are geared to support the curriculum of the school. Emphasis is on research in instructional activities and materials selection. Flexible scheduling and hours of operation encourage faculty use of the facility. The faculty and library media center staff also encourage recreational reading through motivational activities with appropriate supporting materials. In addition, the library media specialist sponsors the Teen Age Library Association of Coppell High School. This group of young adults sponsors numerous events to benefit the library media center and the community.

Coppell High School
(9,000 sq. ft.)



IRVIN HIGH SCHOOL

El Paso ISD
9465 Roanoke
El Paso, TX 79904

Contact Person
Sharon Carr, consultant,
Library Learning Resources
(915) 566-3385

Seating
189

Grades
9-12

Floor Space
10,000 sq. ft.

Enrollment
2,534

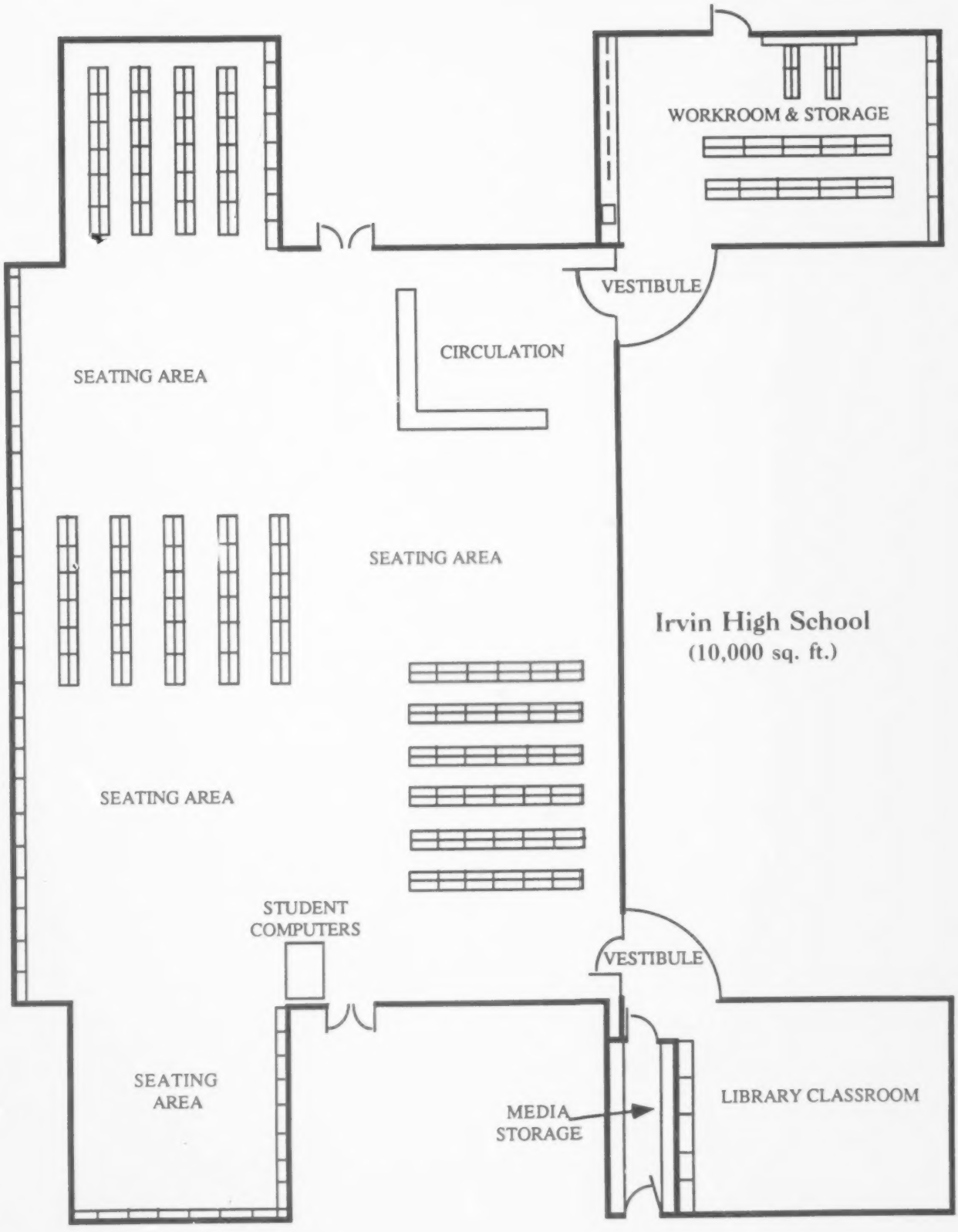
Holdings
30,441 books
4,500 audiovisual materials

Staff
2 librarians
2 aides

Date of Construction
1983

The Irvin library media center was remodeled and expanded from a much smaller facility. Originally, the library was in a three-classroom space on one side of a hall. In the remodeling, the hall and the classrooms across the hall as well as one adjacent classroom on each adjoining wing were taken into the library addition. The result is a functional, attractive facility that students and staff alike find a pleasant place in which to read and work.

Equipment for the facility includes an electronic theft-detection system, a copier for student and teacher use, four computers with three printers for student and teacher use, and a computerized circulation and inventory system.


WORKROOM & STORAGE
VESTIBULE
CIRCULATION
SEATING AREA
SEATING AREA
Irvin High School
(10,000 sq. ft.)
SEATING AREA
STUDENT
COMPUTERS
VESTIBULE
SEATING
AREA
MEDIA
STORAGE
LIBRARY CLASSROOM

MARSHALL HIGH SCHOOL

Marshall ISD
1900 Maverick Drive
Marshall, TX 75670

Contact Person
Faye Whitaker, learning resources coordinator
(903) 935-6532

Seating
169

Grades
9-12

Floor Space
12,000 sq. ft.

Enrollment
1,830

Holdings
22,735 books
9,765 audiovisual materials

Staff
2 librarians
2 aides

Date of Construction
1980

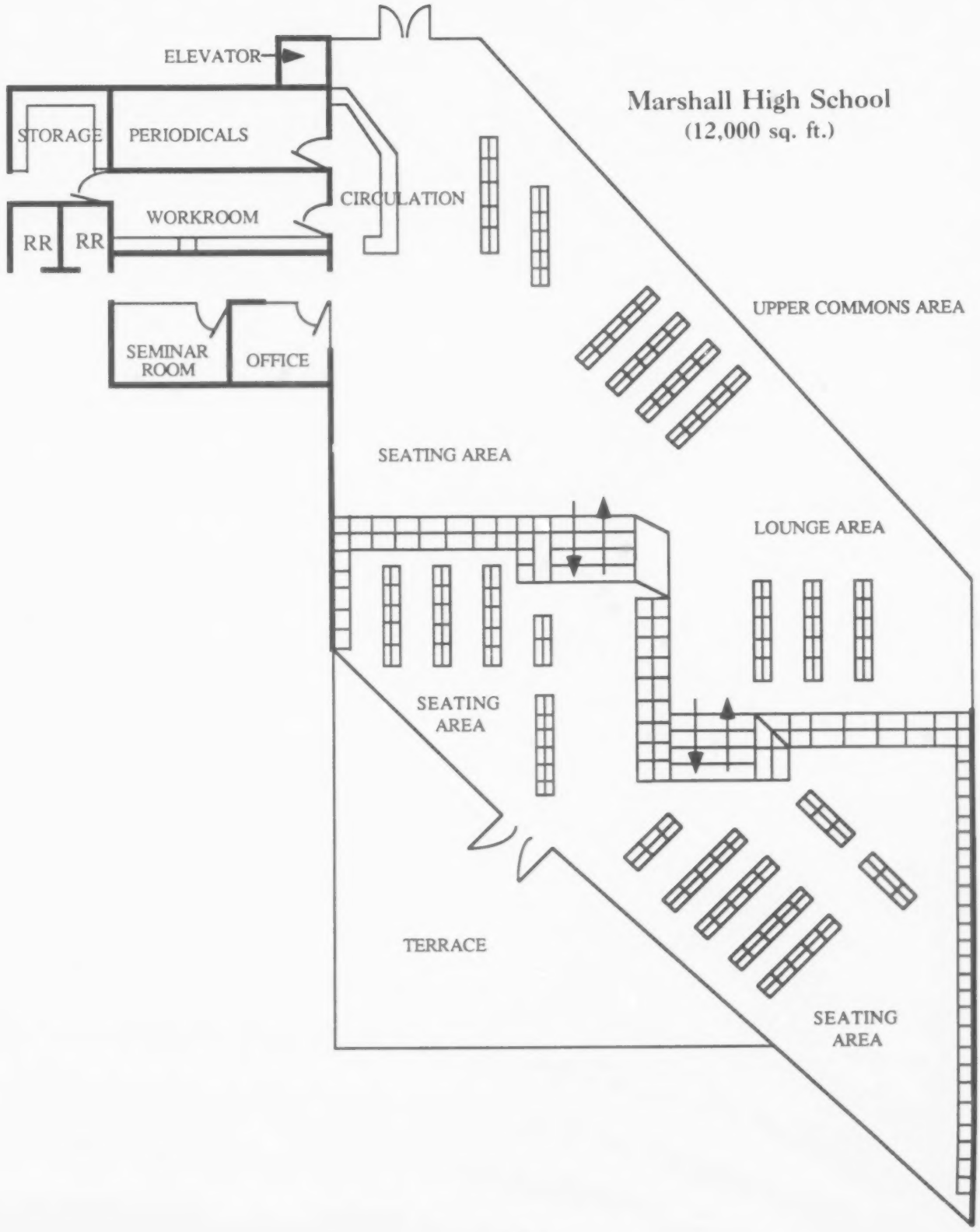
Marshall High School's library media center is an attractive facility conveniently located in a high-traffic area between the academic classrooms and lower commons. The reading room has window walls and open stacks with movable furniture. The stacks divide the room into sections for use by different classes. The lower level opens onto a concrete terrace.

The circulation desk is near the main entrance and provides visual supervision to all stacks and individual study spaces. Periodical storage is controlled from this area. In the near future, a computerized circulation system will be installed. Extended library hours are offered to allow students additional use of the library media center facilities.

Office space is provided for the librarian with visual contact to the circulation desk and reading room. Adjacent to the office is the workroom for storage, repair, and maintenance of materials. Conference rooms are located in a quiet area directly behind the office. These are furnished with table and chairs and have television input and outlet connections. Media production is done in the teachers' workroom. Audiovisual maintenance and storage is in a large room downstairs. Distribution of equipment is made from this area as needed. An elevator is used between the two levels.

In 1991, a CD-ROM database search station was added. The use of a cable television news program is available to all classrooms and the library media center reading room.

The library media center is multifaceted. Emphasis is placed on instruction in the research process which is correlated to meet the needs of the curriculum. The library collection supports this research. Students and teachers have access to individual audiovisual training, and carrels are available for individual AV use. The library media center facility also serves programs such as special education, ESL, and counseling and is available for staff meetings.


Marshall High School
(12,000 sq. ft.)
ELEVATOR
STORAGE
PERIODICALS
CIRCULATION
WORKROOM
RR
RR
SEMINAR ROOM
OFFICE
UPPER COMMONS AREA
SEATING AREA
LOUNGE AREA
SEATING AREA
TERRACE
SEATING AREA

Nimitz High School

Irving ISD
100 West Oakdale
Irving, TX 75060

Contact Persons
Leonard McCown and Lynda Tirhi, librarians
(214) 259-3621

Seating
136

Grades
9-12

Floor Space
16,081 sq. ft.

Enrollment
1,857

Holdings
24,555 items

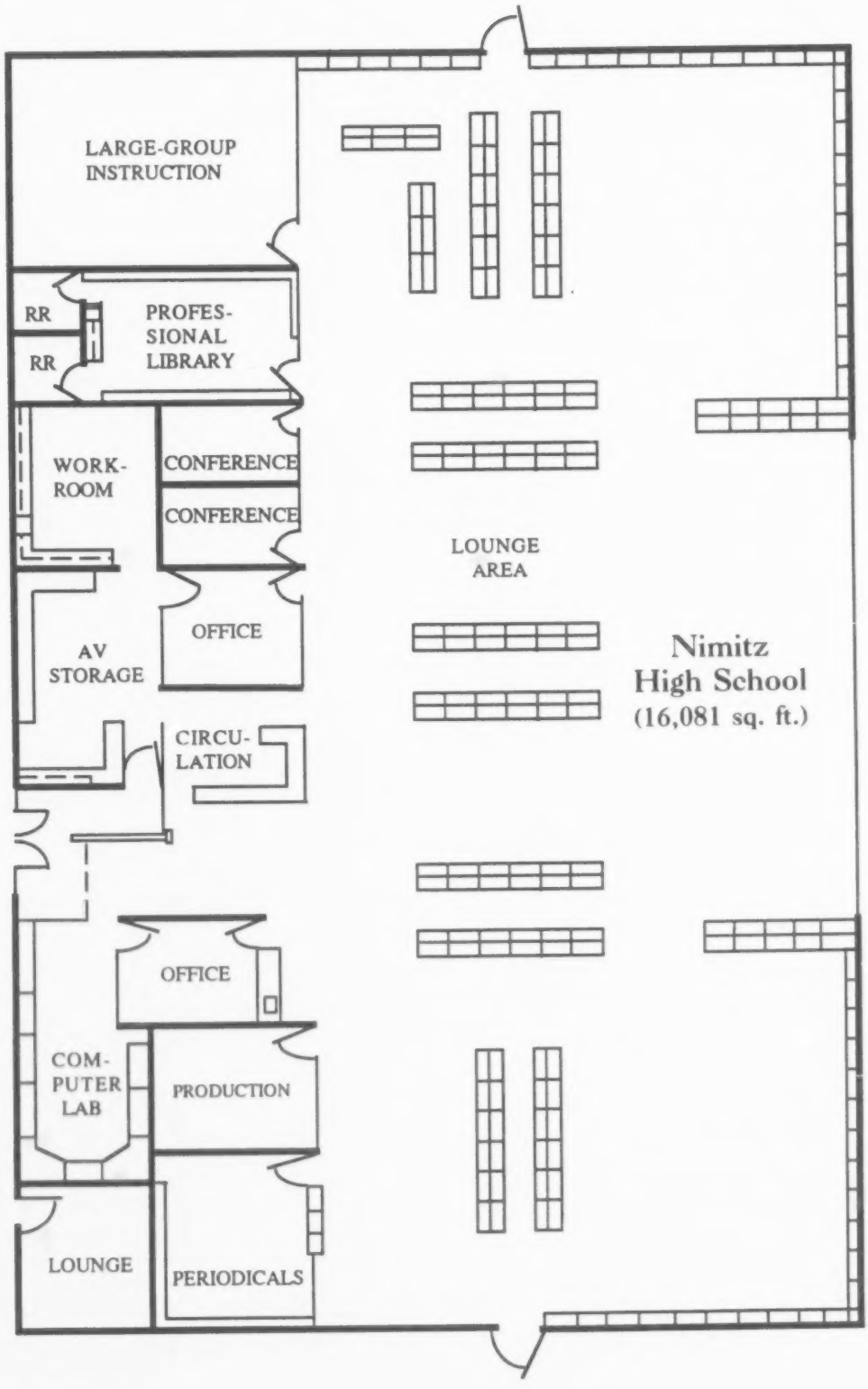
Staff
2 librarians
1 part-time aide (3 days a week)

Date of Construction
1985

Although the Nimitz High School library media center itself is 14,404 square feet, several other features bring the total area to 16,081 square feet: a classroom for audiovisual viewing; a professional library in which a computer is available to teachers for calculating grades and word processing; and a production area for laminating, letter-cutting, copy work, and photography which is available to both faculty and students. The library features high ceilings and ceiling fans combined with five-foot shelves, producing a pleasant atmosphere and visibility.

Library programs include two CD-ROM databases as well as ESL. The library program emphasizes individual attention.

For additional information on the Irving ISD library renovation project, see the program description for Good Elementary School, page 48.


LARGE-GROUP INSTRUCTION
RR
RR
PROFES-SIONAL LIBRARY
WORK-ROOM
CONFERENCE
CONFERENCE
LOUNGE AREA
AV STORAGE
OFFICE
CIRCU-LATION
OFFICE
COM-PUTER LAB
PRODUCTION
LOUNGE
PERIODICALS
Nimitz High School
(16,081 sq. ft.)

Round Rock High School

Round Rock ISD
300 Lake Creek Drive
Round Rock, TX 78681

Contact Persons
Janet Hendrix and Kathy Herzik, librarians
(512) 255-2594

Seating
160

Grades
9-12

Floor Space
12,275 sq. ft.

Enrollment
2,400

Holdings
24,000 books
2,000 audiovisual materials

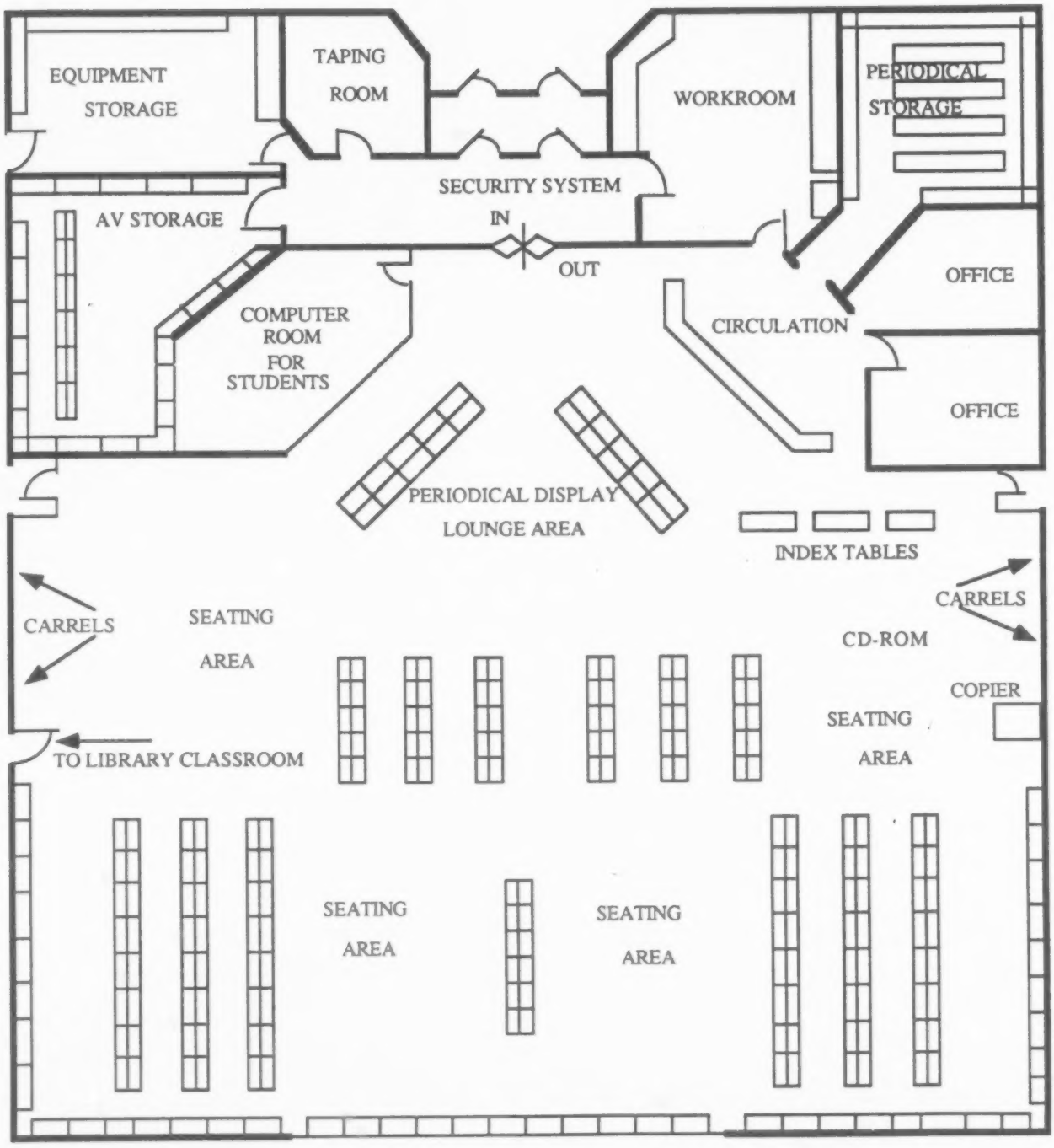
Staff
2 librarians
1 aide

Date of Construction
1987

Round Rock High School library media center was originally constructed in 1971 as part of the main building of Round Rock High School. In 1987, the library media center was more than tripled in size when it was rebuilt in a new Language Arts Building. The new floor plan was based on the original plan. The reading and shelving area, workroom, and periodical storage areas were greatly expanded. Another office, audiovisual storage, equipment storage, taping room, library classroom, and student computer lab were added. Computers were purchased for the computer lab, and a computerized circulation system was installed at the circulation desk.

Four microfiche readers are available in the main area for student use. A microfiche-based news article collection has been purchased for the library along with a microfiche reader-printer. The equipment for satellite education is housed in the taping room and used by the German/Japanese classroom. Three nights a week the library is open for use by the Austin Community College, also allowing high school students to have access to the center.

Much planning has gone into the facilities and into the materials used in this library media center. Both faculty and students participate in the process of selecting materials, and 10,000 volumes have been added to the collection since 1988. The high school focuses on research, and the center has an excellent research and reference collection. An attractive color scheme and furniture make the facility inviting for students to use. The design of the center allows visual supervision of the seating areas. The Round Rock High School library media center joins the old and the new to combine a proud tradition with new technology and ideas.



Round Rock High School
(12,275 sq. ft.)

Rowe Ninth Grade Center

McAllen ISD
2000 North Twenty-third Street
McAllen, TX 78501

Contact Person
Janis Wood, director of Library Services
(512) 686-0515, ext. 287

Seating
100

Grades
9 only

Floor Space
10,479 sq. ft.

Enrollment
2,000

Holdings
12,000 items

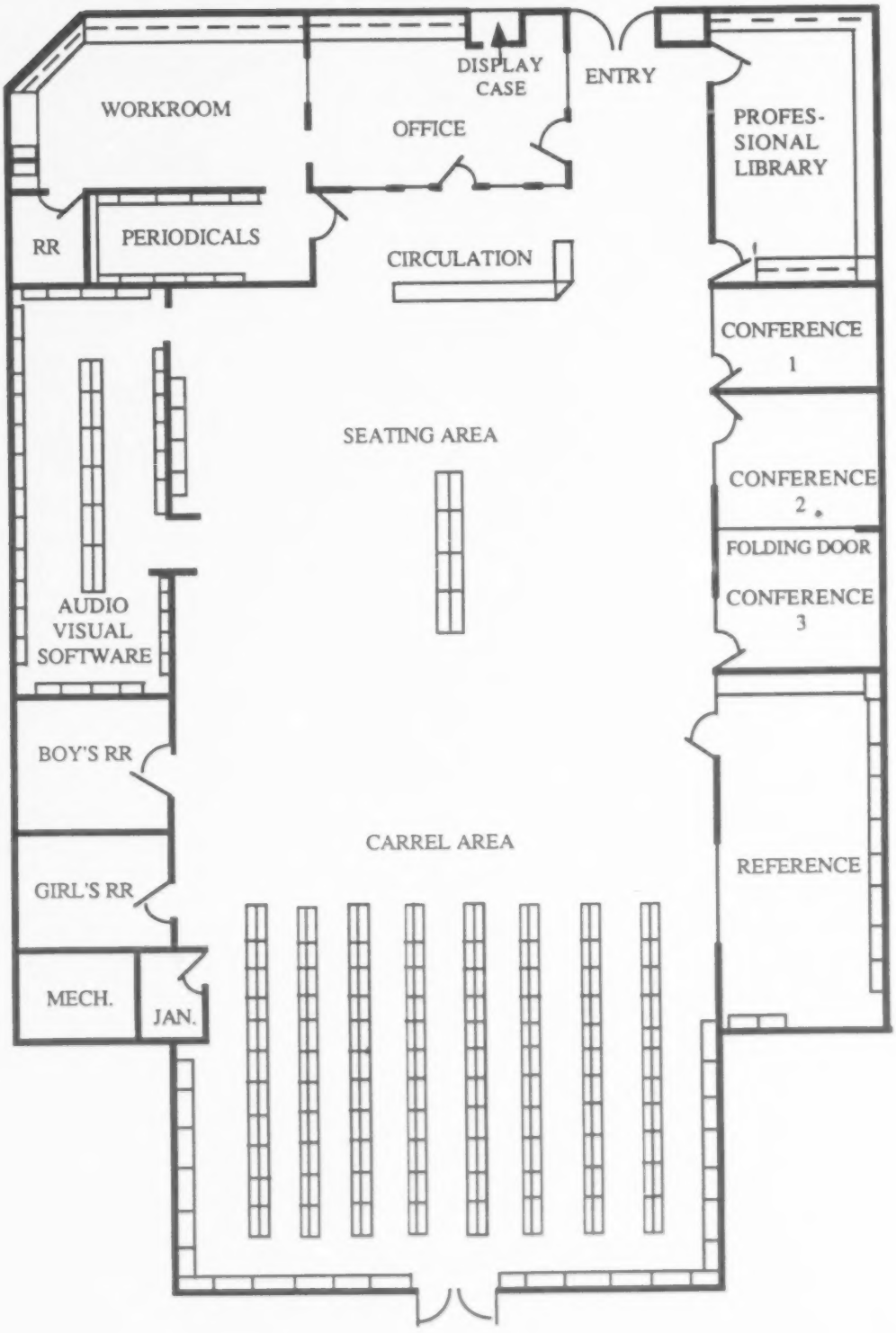
Staff
2 librarians
1 library aide
1 audiovisual aide

Date of Construction
1990

The James Nikki Rowe Ninth Grade Center, named after a Vietnam War hero from McAllen, may someday become the third high school in McAllen. The free-standing LMC was designed with restroom facilities and an independent air-conditioning system in the event that evening hours of operation become feasible. The design includes conference rooms, a faculty reference area for lesson planning or reading, and storage for audiovisual materials. A covered walkway with brick flooring joins the LMC to the school. An AV equipment room is located inside the building. Custom-built natural oak furniture and shelving provide a pleasant atmosphere for quiet study and research. The center is equipped with an electronic theft-detection system.

A complete library automation system includes three patron workstations that can be easily accessed with a couple of keystrokes. Students search the online catalog, which is on a network, and have responses to their inquiries within seconds. The system also includes a workstation at the circulation desk, a fileserver, and a printer housed in the library office. All workstations are multipurpose. They not only serve as patron online stations but can be accessed for cataloging and circulation purposes. One workstation includes a modem for receiving diagnostics directly from the system's producer. Plans for the future include using the modem for online database searching with other libraries.

Rowe Ninth Grade Center
(10,479 sq. ft.)



SOCORRO HIGH SCHOOL

Socorro ISD
10150 Alameda
El Paso, TX 79927

Contact Person
Shirley Bowie, library officer
(915) 859-7969, ext. 127

Seating
328

Grades
9-12

Floor Space
18,000 sq. ft.

Enrollment
2,900

Holdings
31,359 books
3,812 audiovisual materials

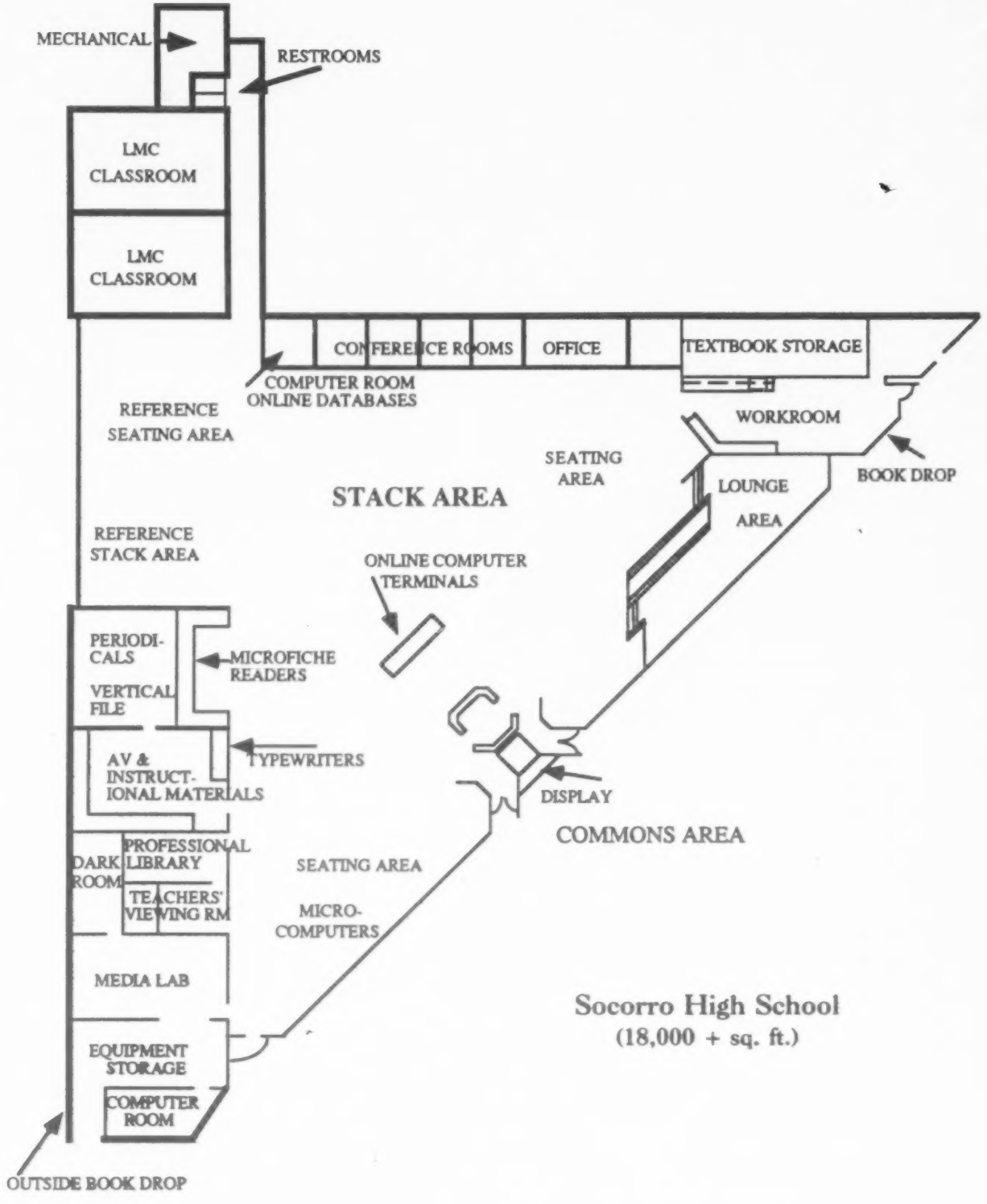
Staff
2 librarians
1 computer operator
1 media technician
3 aides
1 part-time librarian (for Saturdays)
1 part-time aide (for Saturdays)

Date of Construction
1987

The Bill Sybert Library Media Center (BSLMC) at Socorro High School opened in 1987 as part of an addition to the existing school, replacing the small original library. In addition to serving Socorro High students, the BSLMC serves as a district and community resource center. Extended library hours provide access to the center at a variety of times. Along with the library program for teachers and students, events such as Night of a Thousand Stars, a summer reading program, craft workshops, guest speakers, and instruction and research help for night classes are scheduled for all ages.

Many technologies are available with instruction in their use. Computers can be used in the main reading area. Four typewriters, a copy machine, a microfiche printer, and 11 microfiche readers are placed near the periodical room. Many of the 200 + periodicals and college catalogues are on microfiche. More computers are in the data room for supervised assignments and online communications to databases and to college, university, and public libraries. The media lab has an assortment of production equipment, including a dark room, ¾-inch and ½-inch video cameras, and equipment for video editing; audio and slide production; copy and binding; and desktop publishing. A media technician oversees use of the cable news program, the schoolwide electronic communications system, cable TV, satellite, equipment, and reproduction.

Circulation and the computer catalog are housed on a minicomputer. Sixteen catalog terminals are available for students. Other terminals include one in the teacher work area, five staff terminals, and three circulation terminals. Seven other schools are networked to the system at present, and others are being added. All new schools in the district will be added as they are built.



Socorro High School
(18,000 + sq. ft.)

WESTLAKE HIGH SCHOOL

Eanes ISD
4100 Westbank Drive
Austin, TX 78746

Contact Persons
Sally Martin and Carolyn Foote, librarians
(512) 328-4100

Seating
180

Grades
9-12

Floor Space
12,915 sq. ft.

Enrollment
1,500

Holdings
18,800 books
2,400 audiovisual materials

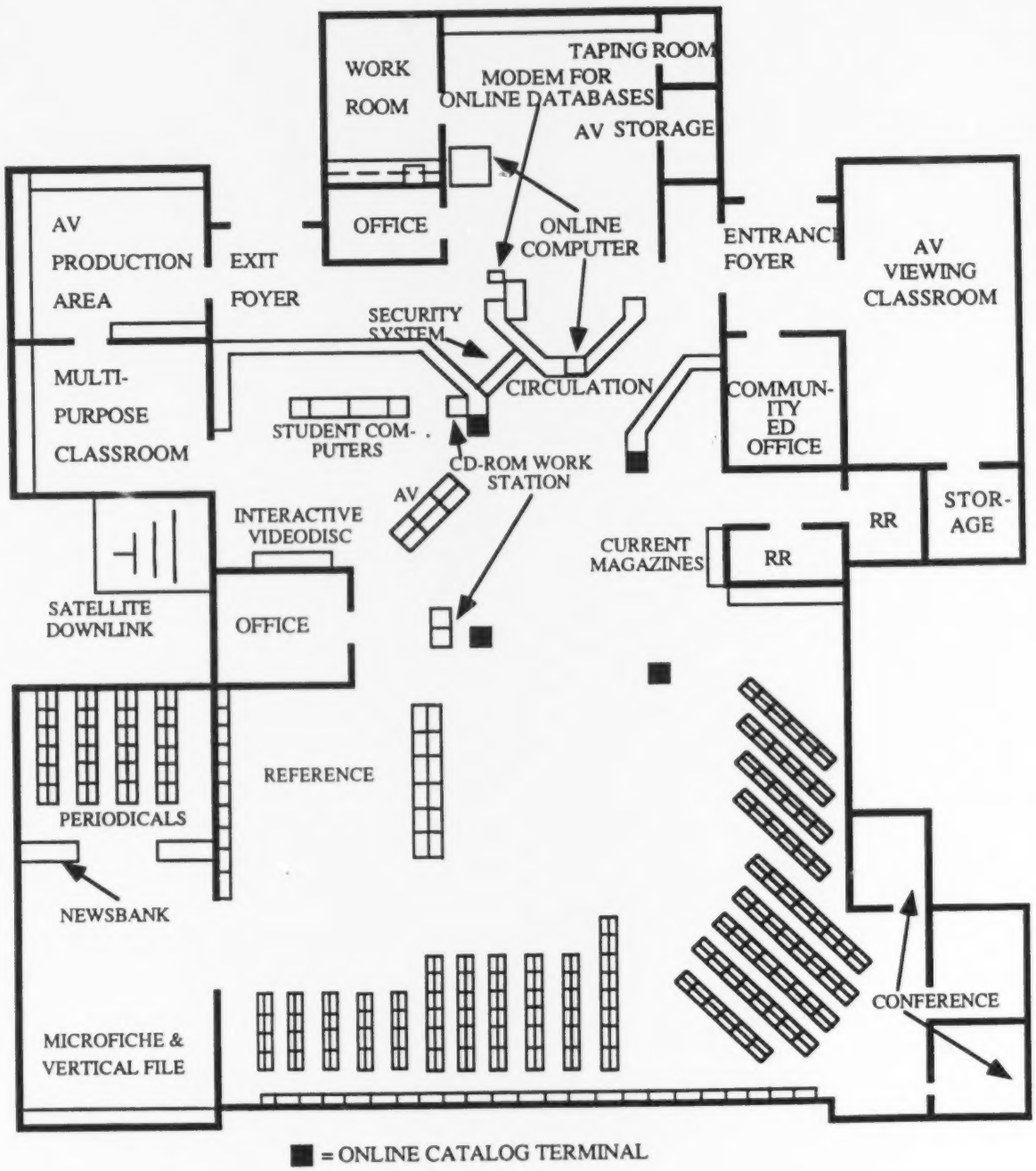
Staff
1 librarian
1 half-time librarian
2 aides

Date of Construction
1984

The Westlake High School library media center, originally constructed in 1970, was more than doubled in size and completely renovated in 1984. In addition to expanding the reading and stack areas, a periodical room, office, and three conference rooms were added. In 1990, the library was reorganized to include a technology area with computer workstations, online and CD-ROM database search stations, an interactive videodisc workstation, and carrels for other audiovisual use. Library hours were extended to provide students additional time to use the high-tech equipment.

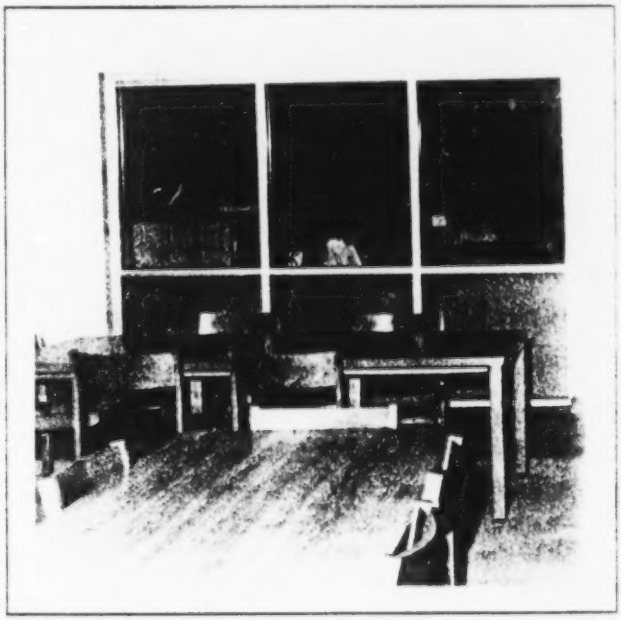
Four terminals are available in the main area for students to access the high school online catalog and the district union catalog. A periodical research room, separate from the magazine lounge area, is equipped with four microfiche readers, a microfiche reader/copier, and a CD-ROM terminal. The large AV production room has been divided to include a small multipurpose classroom which currently serves the interactive satellite education and ESL programs. The remainder of the room contains production equipment, display materials, and the professional collection.

The library focus is multifaceted. Because of the school's large percentage of college-bound students, an emphasis is placed on integrating instruction in the research process, including online search strategies, with the curriculum. The collection is oriented toward this type of research. Reading motivation activities are also provided through book talks, read-aloud programs, and contests. Students and teachers have access to AV production facilities and individual training. The faculty is involved in the library through book club meetings, curriculum planning, and participation in the selection process. In addition, the library program and facility serve various other programs such as community education, special education, satellite education, ESL, and counseling. The library also has a large volunteer program.



Westlake High School
(12,915 sq. ft.)

J A third grader puts into practice his skills in locating materials for a homework assignment.



K A glassed-in media lab separates noisy computers and printers from the rest of a contemporary high school library media center. Yet the lab remains easily supervised by center staff.

L A footed Victorian bathtub makes a cozy reading retreat for elementary school students. Carrying out the center's Southwest motif, the bathtub is painted raspberry and mauve. It is furnished with throw pillows and carpeting.

ACKNOWLEDGMENTS

The following persons reviewed the preliminary draft of this publication: Dr. Barbara Immroth, assistant professor, Graduate School of Library and Information Science, The University of Texas at Austin; Nancy Spaulding, director of Library and Media Services, Round Rock ISD; and Christina Woll, formerly consultant, Library Services, El Paso ISD.

The following school districts assisted in the preparation of the publication by submitting floor plans and accompanying documentation:

- Amarillo ISD
- Austin ISD
- Bastrop ISD
- Burkburnett ISD
- Conroe ISD
- Coppell ISD
- Eanes ISD
- El Paso ISD
- Henrietta ISD
- Irving ISD
- Marshall ISD
- McAllen ISD
- Northside ISD
- Round Rock ISD
- Socorro ISD
- Spring Branch ISD
- Winnsboro ISD

Photographs A-L were taken at the following locations:

A Lake Travis High School, Lake Travis ISD

B Galindo Elementary School, Austin ISD

C Galindo Elementary School, Austin ISD

D West Ridge Middle School, Eanes ISD

E Berkman Elementary School, Round Rock ISD

F West Ridge Middle School, Eanes ISD

G Galindo Elementary School, Austin ISD

H West Ridge Middle School, Eanes ISD

I Lake Travis High School, Lake Travis ISD

J Galindo Elementary School, Austin ISD

K Round Rock High School, Round Rock ISD

L Berkman Elementary School, Round Rock ISD

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

Texas Education Agency
Austin, Texas
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